

Junior College Journal

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No. 9

President Truman's Message to the Meeting . . .

WESTERN UNION

A. M. WILLIAMS
PRESIDENT

SYMBOLS

DL = Day Letter

NL = Night Letter

LC = Radiogram Cable

NLT = Cable Night Letter

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1946 JAN 16 PM 352

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CAL53 74 GOVT=WASHINGTON DC 16 423P

WINIFRED R LONG=

ACTING EXECUTIVE SECRETARY AMERICAN ASSOCIATION OF JUNIOR COLLEGES CARE EDGEWATER BEACH HOTEL CHGO=

I AM HAPPY TO SEND GREETINGS AND GOOD WISHES TO THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES. THE EXTENSION OF GENERAL EDUCATION AND OF TERMINAL COLLEGE GRADE VOCATIONAL EDUCATION REPRESENTED BY THE JUNIOR COLLEGES IN THIS COUNTRY CONSTITUTES A REAL CONTRIBUTION TO DEMOCRACY IN PREVAILING THROUGHOUT THE WORLD CAN BE SOLVED ONLY IN TERMS OF A LENGTHENED PERIOD OF EDUCATION MADE AVAILABLE TO AN INCREASING PROPORTION OF THE POPULATION=

HARRY S TRUMAN.

General Bradley's Message to the Meeting . . .



OFFICE OF
THE ADMINISTRATOR OF
VETERANS AFFAIRS

VETERANS ADMINISTRATION
WASHINGTON 25, D. C.

January 12, 1946



Mr. Lawrence L. Bethel, President
American Association of Junior Colleges
New Haven YMCA Junior College
15 Prospect Street
New Haven 11, Connecticut

Dear Mr. Bethel:

College training is today more important than ever before. The months ahead will offer a great challenge and magnificent opportunity to our educators. The load will be heavy. To those thousands who are just graduating from high schools and continuing their education are added thousands of veterans returning from the armed forces to resume their interrupted educations.

We cannot let these young people down. The junior colleges of America are well equipped to furnish the answer to the educational problems of our young veterans. They are able to furnish a higher education in the veteran's own home town, thus relieving him of the problem of housing. They are able to make up his deficiencies in high school credits. They are able to give him the best possible foundation for specialized university training.

I regret I am unable to address your annual convention. I extend the Association members my best wishes and assure the fullest cooperation of the Veterans Administration in furthering the education and training of our veterans.

Sincerely yours,

Omar N. Bradley
OMAR N. BRADLEY
General, U. S. Army
Administrator

Program of the Twenty-sixth Annual Meeting

Edgewater Beach Hotel, Chicago, Illinois

THURSDAY, JANUARY 17, 1946

- 8:00 BREAKFAST MEETING OF EXECUTIVE COMMITTEE
- 9:30 REGISTRATION
- 10:00 GENERAL SESSION—Call to Order
- 10:10 PRESIDENTIAL ADDRESS—"Growing Up"
LAWRENCE L. BETHEL, New Haven YMCA Junior College, Conn., *President*
- 10:35 REPORT OF ACTING EXECUTIVE SECRETARY
WINIFRED R. LONG, Washington, D. C., *Acting Executive Secretary*
- 10:50 APPOINTMENT OF COMMITTEES
LAWRENCE L. BETHEL
- 11:00 REPORT—"Organization, Structure, and Procedures of Association Committees"
ROSCO C. INGALLS, East Los Angeles Junior College, Calif., *Vice-President*
- 11:15 REPORT—"The Work of the Committee on Teacher Preparation"
DAVID B. PUGH, Director of Undergraduate Centers, Pennsylvania State College,
Chairman
- 11:30 DISCUSSION
- 11:45 REPORT—"Final Report of the Commission on Terminal Education"
DOAK S. CAMPBELL, Florida State College for Women, *Chairman*
- 2:00 REPORT—"Specific Plans of the Curriculum Committee"
LELAND L. MEDSKER, Chicago City Junior College, Ill., *Chairman*
- 2:15 REPORT—"Work of the Committee on ECPD Accreditation"
NICHOLAS RICCIARDI, Sacramento College, California, *Chairman*
- 2:30 ADDRESS—"Points of Needed Curriculum Development"
LEONARD V. KOOS, Department of Education, University of Chicago
- 3:00 DISCUSSION. Panel: The Curriculum Committee
- 3:15 THE NEW CONSTITUTION—Presentation of the Revised Constitution, with
Statement of Issues; Discussion
JAMES L. BECK, Thornton Junior College, Ill., *Chairman*
- 8:00 GENERAL SESSION
MUSIC—The A Cappella Choir of North Park College
ADDRESS—"The Changing Pattern of Junior College Education"
GEORGE F. ZOOK, President, American Council on Education, Washington, D. C.
DISCUSSION. Panel: HENRY G. BADGER, U. S. Office of Education, Washington,
D. C.; DOROTHY M. BELL, Bradford Junior College, Massachusetts; RICHARD G.
COX, Gulf Park College, Mississippi; HENRY A. DIXON, Weber College, Utah;
EUGENE S. FARLEY, Bucknell University Junior College, Pa.; ROY W.
GODDARD, Rochester Junior College, Minnesota; and JOHN W. HARBESON,
Pasadena Junior College, California

FRIDAY, JANUARY 18

- 8:00 GROUP BREAKFASTS:
Phi Delta Kappa—H. B. WYMAN, Phoenix Junior College, Arizona, *Chairman*
Junior College Women—MARGARET DURHAM ROBEY, Southern Seminary and
Junior College, Va., *Chairman*
Methodist Junior Colleges—JOHN W. LONG, Williamsport Dickinson Seminary,
Pa., *Chairman*

- 9:30 GENERAL SESSION
- 9:30 THE JUNIOR COLLEGE JOURNAL
EUGENE S. FARLEY, Bucknell University Junior College, Pa.
- 9:50 DISCUSSION. Panel: The Editorial Board
- 10:30 FINANCES OF THE ASSOCIATION
"Finances for the Year"
DAVID B. PUGH, Director of Undergraduate Centers, Pennsylvania State College,
Member of Finance Committee
"Alternatives for the Future"
Panel: ROSCO C. INGALLS, East Los Angeles Junior College, Calif., *Chairman*;
HURST R. ANDERSON, Centenary Junior College, New Jersey; JOHN E. GRAY,
Lamar College, Texas; ANNE D. McLAUGHLIN, Georgetown Visitation Junior
College, D. C.; MARJORIE MITCHELL, Cottey College, Missouri; NICHOLAS
RICCIARDI, Sacramento College, California; T. D. SCHINDLER, Lower Columbia
Junior College, Washington; and J. F. WELLEMAYER, Kansas City Junior
College, Kansas.
- 12:00 LUNCHEON MEETINGS FOR REGIONAL GROUPS
New England—J. H. KINGSLEY, Vermont Junior College, *Chairman*
Middle States—A. G. BREIDENSTINE, Hershey Junior College, Pa., *Chairman*
North Central—J. F. WELLEMAYER, Kansas City, Kansas, Junior College,
Chairman
Southern—L. O. TODD, East Central Junior College, Miss., *Chairman*
Western and Canadian—T. D. SCHINDLER, Lower Columbia Jr. College, Wash.,
Chairman
- 2:30 REPORT—"Plans of the Committee on Administrative Problems"
JOHN E. GRAY, Lamar College, Texas, *Chairman*
- 3:00 DISCUSSION OF THE NEW CONSTITUTION
JAMES L. BECK, Thornton Junior College, Ill., *Chairman*
- 6:30 ANNUAL BANQUET—PRESIDENT LAWRENCE L. BETHEL, *Chairman*
MUSIC—The Vocal Ensemble of Wright Junior College
INTRODUCTION OF SPEAKER—JESSE P. BOGUE, Green Mountain Junior
College, Vermont
ADDRESS—"Legislation Affecting Junior Colleges"
DR. FRED J. KELLY, Chief, Division of Higher Education, U. S. Office of
Education, Washington, D. C.
REPORT—"Work of the Committee on Legislation." JESSE P. BOGUE, *Chairman*
DISCUSSION. Panel: The Committee on Legislation

SATURDAY, JANUARY 19

- 9:30 GENERAL SESSION
- 9:30 REPORT—"Plans of the Student Personnel Committee"
JOHN L. LOUNSBURY, San Bernardino Valley Jr. Coll., Calif., *Chairman*
- 9:45 ADDRESS—"Universal Military Training"
COLONEL S. PERRY BROWN, Chairman of the National Defense Committee of the
American Legion
- 10:30 DISCUSSION
- 11:30 BUSINESS MEETING:
Final Action on Constitution
NEA Affiliation
Report of Committee on Resolutions
Report of Nominating Committee
Election and Installation of Officers
Greeting from Incoming President
- 1:00 ADJOURNMENT

The Record of the Convention

THE TWENTY-SIXTH Annual Meeting of the American Association of Junior Colleges, which started the Association on its second quarter century of existence, appropriately enough started it also on a greatly expanded program of activity and service. A new constitution for the Association had been in preparation for several years. In adopting this constitution at the meeting, the membership took the unusual step of amending it unanimously from the floor so as to raise the yearly dues assessment on each junior college from the \$30 which it provided to \$50, to give unmistakable mandate for an immediate further expansion and enrichment of the Association's services. The facets of this new program were brought into being and given relationship one to another at the meeting, as described in the Proceedings which follow, notably in the address of President Bethel, the reports of the vice-president and the five major committees, the report of the editorial board, and the finance committee's report.

Another notable feature of the meeting was the resolution regarding Federal appropriations for education which the membership adopted by unanimous vote. This has since been accorded considerable national publicity because of the new, broad approach to the subject which it urges. It appears here as part of the report of the Committee on Legislation.

Despite the very real transportation difficulties which prevailed, 279 per-

sons attended the meeting. They represented 151 member junior colleges located in 40 states, the District of Columbia, and Canada. In addition, 16 sustaining members, the state departments of education of Kansas, Illinois, Oklahoma, Minnesota, Texas, and Washington, and a number of national organizations, including the U. S. Office of Education, Veterans Administration, National Education Association, American Council on Education, and Congress of Parents and Teachers, were represented.

In the Proceedings which follow, two addresses which added much to the program of the meeting, are not included. No manuscript of Colonel Brown's excellent presentation of the American Legion plan for universal military training was available for printing. Dr. Kelly, when he arrived at Chicago and learned of the Association's resolution on Federal legislation, considered it of such importance that he discarded the formal address he had prepared and gave the Association instead an extemporaneous and extremely penetrating analysis of the implications for the future course of education inherent in the type of national program the resolution proposed. All other addresses and reports before the General Sessions are included in the following pages, although, as in past years, space considerations have necessitated slight condensing of some of them.

WINIFRED R. LONG,
Acting Editor

"Growing Up"

LAWRENCE L. BETHEL

THE RESPONSIBILITY of preparing an annual report for presentation to this assembly has been of considerable concern to me since taking office early in 1945. It was not at all comforting to observe that this Association considers the annual report of the President of sufficient importance to include it specifically in the constitution as a part of his accepted duties.

A few months ago I started asking more experienced heads what one was supposed to say in such a report. I found, in general, two alternatives: The President may take this opportunity to report what has been done, and what was not done but should be done by the next administration; or, as an alternative, the President may devote his report to an expression of words of wisdom for the good of the Association.

I attempted both of these alternatives, but my conscience rebelled. So, in order that I might at least be able to sleep at night, it was concluded that this annual report would commit the President to nothing, but instead would only ask questions. And these questions are grouped around the central question, "Have we grown up?"

The junior college has developed from a mere babe of an extended prep school, or small addition to the public high school, to a size in terms of registration as large as the largest of the universities—registrations that in some instances run into the twenty thousands in a single institution and with perhaps a 60-acre campus.

THIS ADDRESS by the President of the Association opened, and keynoted, the 26th Annual Meeting.

Is "junior" with his increased size only yet a "fat boy" in our national educational structure, or has he also grown in maturity of purpose, judgment, and prestige to the extent that he may be recognized among men? To what extent has he grown up? This question is important in these respects:

(1) It will dictate to a large extent the confidence which the junior college may expect regarding its ability to carry the load and carry it well. A comparable illustration may be found in the very recent history of the schools of forestry. Some ten years ago the Society of Foresters found that in most instances schools of forestry were departments attached to schools of agriculture. As departments, they were restricted to a designated number of full professors, associate professors, and assistant professors on the faculty—the same as all other departments. They were being given a share of the total library budget of the school of agriculture on an equal basis with other departments. Yet in many instances the registration in the department of forestry comprised as much as 80 per cent of the registration of the entire school of agriculture. This meant that the departments of forestry were forced to use a disproportionately large number of teachers of only instructor rank and that library facilities were inadequate—to mention only two of the resulting weaknesses. Because of this condition the Society of Foresters said "we cannot approve these departments until they can cut themselves from their mothers' apron strings and become men

capable of handling a man-size job. As a result, in 1939 there were only eight accredited *schools* of forestry in the entire United States.

Similarly, we may ask: Is the junior college capable of its man-size job? For example, let us assume that it can be demonstrated that the community served by X Junior College needs a course in Strength of Materials, a course usually scheduled in the junior year in college. But in this particular state, the regulations say that the junior college must confine itself to the subjects of the first two years. Are X Junior College and its supporting organizations strong enough to cut the strings that would otherwise prevent adequate satisfaction of need?

(2) Have we reached the stage of development where we can define our own purposes and principles of operation? Junior college leaders are divided in opinion regarding our location on the time-progress curve of development. There is one group who look upon the junior colleges as being yet in the very early stages of development. They warn against attempts toward standardization at this point or even attempts at definition. They fear that either general confusion or a static condition will result from such attempts.

There is a second group, however, that feel that we are at least at the beginning of the saturation period. This group feel rather certain that a junior college program should be two years in length. In California, junior colleges are permitted to offer only those subjects which ordinarily occur in the first two years of college. This second group would set up standards of formal educational preparation for junior college instructors.

A third group of leaders in junior colleges, while unwilling to concede

that we have reached the saturation stage, feel that we have entered the developmental period far enough that we can at least give definition to the work of the junior college. This group say that, unless we name our own product, others will name it for us. A manufacturer, once he puts a new product before the public, must give the product identification or else some might call it a washer, some a refrigerator, and still others a radio. Even now the Engineers' Council for Professional Development, through the accrediting of technical curricula of junior colleges, are attempting to classify junior college curricula as subcollegiate. In contrast, the American Vocational Association and other organizations might properly interpret the curricula of junior colleges as collegiate. Senior colleges in the revision of their own curricula are seeking to identify the junior college and the responsibilities it is willing to assume. For example, increased emphasis on general education in the senior colleges is causing some to think in terms of five years for the completion of requirements for a bachelor's degree. As an alternative to this extension of the college program, they ask if provision for the continuance of education for adults in local communities is within the long-term purposes of the community junior college? Can they depend upon this development or is it still in the incipient stage? These are only a few of the cited needs for definition of junior college purposes and activities.

There is considerable evidence that we *are* growing up—that we are attaining maturity needed to handle the man-size responsibilities which are mounting in such astounding proportions, maturity needed to define our purposes and operating procedures so

that we can find a logical place in an integrated American educational structure.

One bit of significant evidence is that we are apparently learning how to live together. A common characteristic of youth is the daily fights or spats with one's equally pugnacious contemporaries. In this respect we can be comforted in that the junior colleges have been perfectly normal children. But our activities of the past few years, and particularly in the committee conferences last summer, have been significant for their unity and the apparent understanding which we have attained. The East and West have met. The private and public institutions have found common ground. Stories of our all-night fights, remembered by some of us from years ago, may soon be collectors' items. We have in this spirit of understanding and mutual purpose the foundation for a new era of cooperative action.

A second bit of encouraging evidence may be found in the concerted attempts on the part of some of us to find definition and to state principles of operation. Our capable and productive vice-president, who has nurtured one junior college through its infancy and has just given birth to a second, presented a statement of principles at our conferences last summer that is certainly worthy of our careful consideration. A second effort is under way in our committee on accrediting. This committee grew out of our displeasure at attempts of accrediting associations to define the junior college. A third effort was made last fall in a small informal and unofficial meeting of some of the junior colleges of the eastern states. The California Federation of Junior Colleges has prepared an elaborate statement of principles and standards to guide the

development of junior colleges in that state. All of these attempts at definition are evidence of maturity and coming stability—evidence that we are attempting to select a direction in which to fly as a substitute for the aimless fluttering characteristic of youth.

There is a third characteristic of youth which I fear we have not outgrown. As well disciplined youths, we have been brought up with understanding that we should "speak only when spoken to." And in our rattle-brained youthfulness that was as it should have been. We didn't really have too much to say of which we could be very certain. We were small. Our research activities were necessarily limited. The breadth of our contact with the law-makers in Washington and in the respective states was small. We have played the appropriate role of little brother to our elder educational associations. And they have been most kind and helpful to us. They have given us valuable assistance. When we wanted something done we went to them and they did all within reason to get it for us.

But now the load is just too big. Our needs because of our greatly expanded activities are too numerous. If we are to carry our load of responsibility we must be willing to do more for ourselves and at the same time return some of the aid to our elder brothers. With the tremendous development of junior colleges in England, in Canada, and unquestionably with great rapidity in other nations, we are in a world development of a mushroom type. And in this country, action by states promises within five or ten years to move junior college education into a volume even beyond our own dreams (or nightmares if you will). Patterns are being established. The junior college is taking

shape whether we like its shape or not. Work is to be done. Who is going to do it? Have we reached sufficient maturity that we are willing to assume the responsibility for the shaping of this junior college?

If we are willing to assume the responsibility, it is my conviction that we must change our ways. Here are a few suggested changes:

(1) As a national organization, we must obtain means for greater participation in junior college developments within states. This means a much closer and more direct relationship with state departments of education and with state legislatures.

(2) We must make ourselves heard on all educational issues of national importance. This should be by our own voice and pen and not through the more indirect route of another organization. If this voice becomes really strong, the American Association of Junior Colleges will not be bypassed in the preliminary consideration of matters that concern it—considerations by organizations such as UNESCO, the national Congress, N.E.A., A.V.A., E.C.P.D., and various others.

(3) Means must be found for an intensive program of public relations that will reach down to the very grass roots—taxpayers and parents. There are not one but many millions of people in this country who are totally misinformed regarding the meaning of the term "Junior College." For example, I meet with people who consider the name synonymous with high school or preparatory school. Relatively few people know the meaning of "accredited." How can the junior college movement gain confidence and support unless the people are correctly informed?

(4) To do these things we must develop our own program of organized research. We all agree that our Washington office has done splendidly with the time and resources available. I doubt if there are many in this meeting, however, who know that the Executive Secretary of this Association has had an annual travel budget of only \$100.

Tentative plans toward the expansion of our research program were made at the committee conferences last summer here in Chicago. These plans are yet in a formative stage. We hope for real progress in 1946 in the development of research that will be much more than the efforts of one or two individuals, but instead will stimulate and coordinate research activities of individuals and institutions throughout this country. You have had an opportunity to review these plans in the reports which have been sent to you. They will be revealed further in the reports of committee chairmen at this annual meeting. Out of these plans for research should come the material for sound growth and development of a type that will make what we have to say and do worthwhile.

Again then, I would ask: Are we ready for this responsibility? Can we expect that by the conclusion of our next annual meeting we can have agreed upon a statement of principles which will adequately define the junior college and which may become a guide for further development? Have we attained sufficient maturity that we can throw off the bonds of apron strings, if they be restrictive, and demonstrate that we can handle a really man-size job? Are we willing to develop a voice of our own? Will that voice be able to reflect the findings of sound research?

Have we grown up? Yes, I think we have.

Report of Acting Executive Secretary

WINIFRED R. LONG

THE YEAR 1945, on which as your acting executive secretary I am called upon to report, was a year which broke squarely in half at midyear. VE-Day and VJ-Day, bracketing one of the major turning points in history, inevitably bracketed also a major turning point this midsummer for junior colleges. Where they had been worrying about depleted enrollments and the consequent closing down of classes, and even of institutions themselves, junior colleges suddenly had to do a right-about-face, and start planning in terms of increased enrollments, hiring more faculty members, and opening their doors to the veteran enrollees who came first by hundreds and then, toward the end of the year, by ever increasing thousands. By the end of 1945 the picture of closing junior colleges was so far passé that word was beginning to come in to your Washington office of junior colleges hurriedly taking over temporary war housing projects, quonset huts, and even trailers—anything that would add living space to campuses that were beginning to burst at the seams. During the first half of 1945, 6 junior colleges had closed, to bring the total closed during the war years to 101. During the four short months after VJ-Day, on the other hand, 4 new junior colleges opened, 12 closed ones reopened, and in addition, community after community got plans underway for opening a junior college in 1946. Enrollment reports made this fall at registration time indicated an average enrollment rise of 15 per cent for all junior colleges, and of 20 per cent for coeducational junior colleges—and these figures, collected only a month

after the end of hostilities, reflected only the smallest beginnings of the veteran influx which came later.

Inevitably, activities of your headquarters office changed in emphasis at midyear, reflecting the changing requests for information and assistance which came in from the field. Contacts with the War and Navy Departments slowly became less important, those with the Veterans Administration more important. VJ-Day naturally spelled the doom of the Barden Bill for Federal aid to colleges faced with extinction, and therefore ended the work of the Educational Advisory Committee to the House Committee on Education, to his membership on which Dr. Eells had contributed so much time and effort on behalf of junior colleges. Instead, revision of the educational provisions of the GI Bill, and legislation regarding disposal of war surplus property to educational institutions were two among many new legislative matters which assumed major importance for junior colleges. Entirely new at midyear, too, were the hundreds of inquiries which started coming in to the Association from GI's all over the world, outlining their educational plans and asking about attendance at junior colleges under the GI Bill. The requests for information and services coming from the junior colleges themselves also changed in nature, stressing for the first time since the war their need for information to assist them in such expansionist activities as building programs and the setting up of many types of new curricula.

Now, with this general picture in mind, what of details? You will prob-

ably be interested in knowing, first, what has happened to membership in the Association under these rapidly changing conditions.

Membership

The proportion of the country's junior colleges which hold membership in the Association rose during 1945 from 77 per cent to 78 per cent. Active institutional membership shows a net increase for the year of 12, increasing from 417 to 429 members. Associate institutional membership decreased by 2, from 33 to 31 members, as a result of the fact that two associate members achieved accreditation and thus became active members. Sustaining members increased by 2, from 65 to 67. Analyzed by the six organized regional areas, the membership picture, for institutional members only, is as follows:

Of the 61 junior colleges in the Middle States area, 92 per cent are members;

Of the 25 in the Northwest area, 88 per cent are members;

Of the 45 in the New England area, 87 per cent are members;

Of the 188 in the Southern area, 81 per cent are members;

Of the 192 in the North Central area, 76 per cent are members; and

Of the 74 in the Western area (Calif.), 67 per cent are members.

I have occasionally heard discussion of whether the Association serves the interests of public junior colleges or private junior colleges most adequately. The answer seems obvious in the following percentages: Membership in the Association is found to be worth their while by an almost identically high percentage of the publicly controlled and the privately controlled institutions of the country—79 per cent of the public; 77 per cent of the private.

Analyzing membership by states, it is found that 14 states, the District of Columbia, and the Canal Zone (with a total of 61 junior colleges) have records

of 100 per cent membership in the Association. New York tops the list of these, with 19 institutions, all members. The others are Colorado, District of Columbia, Nebraska, Idaho, West Virginia, Vermont, Arizona, Louisiana, Oregon, Rhode Island, Canal Zone, Delaware, New Hampshire, New Mexico, and Wyoming.

In addition, 11 other states lack but a single institution of 100 per cent membership—together they boast 128 members out of 139 institutions. These are Alabama, Georgia, Kansas, Maryland, Massachusetts, Michigan, Minnesota, Montana, Pennsylvania, Utah, and Washington.

Worthy of note is the fact that seven years ago, on the eve of the Association's first major expansion of service (when it first increased dues and set up a headquarters office with a full-time Executive Secretary and staff) only 56 per cent, or a little over half, of the country's junior colleges were members, while now, after seven years of such expanded service, 78 per cent—almost four-fifths—of all junior colleges are members. Seven years ago there were only 311 institutional members; today there are 460. This growth record gives splendid testimony, I know you will agree, to both the need which existed for the expanded services program and the great energy and ability with which Dr. Walter Eells, as your Executive Secretary throughout the period until his resignation this past May, administered it.

Association Finances

Since a full report on finances will be given Friday, I will touch only briefly on them now. At the beginning of the year we estimated that we would take in \$18,100 in 1945, and would spend the same amount, leaving our

cash balance at the end of the year the same as it was at the beginning, \$3500. During the year, however, we took on large unanticipated expenditures for the summer conference in Chicago, an Executive Committee meeting in Washington, a Research Committee meeting in New York, and other expenditures growing out of the replanning of Association activities. As a result of these we expected to have to cut into our cash surplus. Instead of that, we closed our books on December 31 with income of over \$19,900 instead of the \$18,100 anticipated, and added \$655 to our surplus instead of having to reduce it. Thus we ended the year with cash on hand of \$4,174.

Junior College Journal

Income from the *Junior College Journal* this year was \$3,684, an increase of \$450, or 14 per cent, over last year. This was due largely to a marked increase in advertising. The number of single subscriptions for members and others increased slightly, from 1108 to 1120. Exchange copies stayed the same, at 41. Group subscriptions at half price to faculty members of member junior colleges fell off by about 100, however. This seems to have been in large part a direct reflection of the high faculty turnover and continuing drop in total number of faculty members during the war period, a trend which was not reversed until the opening of school this September. There seems no reason why this loss of faculty subscriptions should not be made up again during the coming year, in view of the return of faculty members to institutions beginning this fall, and the smaller turnover in faculties.

A summary of the number of paid subscriptions for the *Journal* each year since its organization in 1930 is given

below. Until 1938 it was published by the Stanford University Press, which also carried major financial responsibility for it.

Volume	Year	Individual	Group	Total
I.	1930	400	...	400
II.	1931	613	...	613
III.	1932	633	...	633
IV.	1933	720	...	720
V.	1934	659	...	659
VI.	1935	752	...	752
VII.	1936	753	...	753
VIII.	1937	743	...	743
IX.	1938	928	304 (26)	1232
X.	1939	950	608 (51)	1558
XI.	1940	1034	853 (76)	1887
XII.	1941	1065	805 (67)	1870
XIII.	1942	1064	689 (58)	1753
XIV.	1943	1076	638 (..)	1714
XV.	1944	1108	721 (60)	1829
XVI.	1945	1120	615 (59)	1735

In the column reporting group subscriptions, the numbers in parentheses give the number of junior colleges in which groups were organized.

Other Publications

As for other publications of the Association during 1945, the most important one was, of course, the long-awaited *Junior College Accounting Manual* by Henry G. Badger, published jointly by our Association and the American Council on Education. Following is a summary of the publication schedule for the year:

	Total number of copies
Junior College Journal	18,000
Nine issues; 8 of 48 pages, 1 of 64 pages.	
Total number of pages in the 9 issues—448.	
Number of copies printed each month—2000.	
Wartime Letters and Washington Newsletters	6,600
Ten issues, from 4 to 8 pages each.	
Total number of mimeographed pages—86.	
Number of copies—approximately 600 of each issue.	

Junior College Directory 1945	3,500, in 3 editions
Accounting Manual—128 pages . . .	350
Other New Publications	
Junior College Salary Study—14 pages	500
The Veteran in the Junior College—4 pages	5,000
The Community's College—4 pages	5,000
Reprints of Old Publications	
Letter from Pres. Roosevelt—1 page; 4th edition	8,300
The Junior College Movement—4 pages, 3rd edition	3,000
Why I Am Attending a Junior College—12 pages, 3rd edition	4,000

Of the 3500 copies of the *Junior College Directory 1945* which were distributed, it should be noted that 2275 were purchased by the government for use in counseling servicemen and discharges on their educational plans—111 by the Veterans Administration, 500 by the Marine Corps, 650 by the Navy, and 1000 by the Army. These were used at service installations not only in this country but throughout the world.

In addition, the Association has had a hand in the preparation of three publications not published at its own expense.

For the use of the Navy Department it prepared this summer a statement about junior colleges—what they are and what educational advantages they have to offer for Navy men. The Navy Department mimeographed this as part of its Guidance Newsletter and sent it to all of its 700-odd educational guidance officers throughout the world. At at least one large Naval base, this statement was considered of such practical value that it was re-mimeographed there and distributed to all men on the base.

Again for the use of the Navy Department, the Association prepared a 20-page list of the terminal offerings of each junior college in the country.

This the Navy mimeographed and sent out as part of the Guidance Kit it distributed to each of its educational guidance officers. The Junior College Directory was also part of this kit. The Navy was also kind enough to mimeograph an extra 1000 copies of this list of terminal courses and present them to the Association office for our own use in answering the hundreds of inquiries from discharged Navy and other service men and women which have been coming in to the office this fall.

Also, the office was glad to cooperate very recently with the editors of *U. S. Education News* in supplying material for the special 9-page section of junior college news which they included in their January 1, 1946, issue. Copies of this periodical, which had a circulation of 13,000, probably reached most of you just before you left home for this meeting.

Association Representation

During the year the Association has been represented in important and continuing contacts with a large variety of educational and lay organizations, the most frequent and important being with the Navy Department, War Department, the Education committees of Congress, the Veterans Administration, Selective Service Headquarters, the State Department, the Educational Disposal Section of RFC, the U. S. Office of Education, National Education Association, American Council on Education, and American Vocational Association. Time forbids the mention of others only scarcely less important. Representation of the Association has been carried out not only by the staff of the headquarters office, but in many cases by the President, members of the Executive and Legislation Committees, and other members of the Association.

Report of Treasurer*

January 1 to December 31, 1945

I. Summary of Income and Expenditures

<i>Cash on hand, January 1, 1945</i>			\$3,507.95
Income	Budget	Actual	
A. Membership Dues	\$13,000	\$13,400.00	
B. Junior College Journal	3,200	3,683.52	
C. Accounting Manual	500	437.91	
D. Terminal Education Monographs	} 1,350	{ 232.93	
E. Other Publications		{ 2,109.54	
F. Miscellaneous	50	51.03	
Total Income	<u>\$18,100</u>	<u>\$19,914.93</u>	19,914.93
Total Income plus Cash on Hand January 1, 1945			<u>\$23,422.88</u>
Expenditures	Budget	Actual	
A. Salaries	\$10,050	\$ 9,291.46	
B. Office Expense	2,750	2,679.31	
C. Junior College Journal	3,200	3,250.96	
D. Accounting Manual	450 ^a	466.00	
E. Terminal Education Monographs	} 650 ^a	{ 4.38	
F. Other Publications		{ 972.72	
G. Executive Committee Expenses	b	490.25	
H. Chicago Conference Expenses not included in misc.	b	424.98	
I. Travel—President and Committees	b	577.41	
J. Miscellaneous	1,000 ^a	1,091.57	
Total Expenditures	<u>\$18,100</u>	<u>\$19,249.04</u>	19,249.04
<i>Cash on hand, December 31, 1945</i>			<u>\$ 4,173.84</u>

II. Financial Status as of January 1, 1946

Current Assets			
Cash on hand, December 31, 1945			\$4,173.84
Bills receivable (Dues \$355; publications, etc. \$200.54)		\$555.54	
Less: 20% allowance for doubtful accounts		<u>111.11</u>	444.43
			<u>\$4,618.27</u>
Current Liabilities—current bills payable		0.00	
Deferred Credits			
1946 membership dues paid in advance		565.00	
Funds of Commission on Junior College Terminal Education		<u>201.18</u>	766.18
Unencumbered Balance, Current Funds			<u>\$3,852.09</u>

III. Summary of Inventory

(on cost basis as far as possible)

Stamps and stamped envelopes	\$ 133.15
Supplies	390.16
Publications	6,528.25
Equipment	1,183.63
Furniture	1,064.00
Library	599.00
Total value of inventory, on cost basis	<u>\$9,898.19</u>
Less: Depreciation reserve authorized July 1945	4,374.88
Net Value of Inventory	<u>\$5,523.31</u>

* A more detailed report, in mimeographed form, is available upon request.

The books of the Association have been audited by F. W. Lafrentz and Co.

* Expenditure allowance for Item D increased to \$500 by vote of Executive Committee, July 1945; for Items E and F to \$900 by vote of June 1945 and to \$1050 by vote of November 1945; Item J to \$1150 by vote of November 1945.

^b Not included in budget. Authorized to be paid from cash on hand January 1, 1945, by special votes of Executive Committee, as follows: Item G, February 1945; Item H, April 1945; Item I, July 1945.

WINIFRED R. LONG, Treasurer

Points of Needed Curriculum Development

LEONARD V. KOOS

IF ONE MAY BE pardoned for opening a presentation on an autobiographical note, I should like to mention that this year is a sort of quarter-century anniversary for me as concerns the junior college. It was in 1921 that I received the subvention from the Commonwealth Fund to make the large-scale investigation that took me to a full third of all junior colleges then in operation and permitted rather extensive appraisal of the movement as to its place and promise in our educational system. It was in the same year that I was privileged to teach what was, so far as I know, the first university course devoted exclusively to the junior college.

These items of personal history are mentioned because they recall the time of the origin of my own conviction that the junior college was to become a prominent feature of modern educational organization. Thirty years ago when I accepted my first university appointment, two movements for reorganization in the field of secondary education were at work. One of these movements was the junior high school, and I devoted my attention during my first university years to efforts to clear up, for myself at least, certain of the issues at that level. I then shifted main attention to the other movement, the junior college, and, after a year or so of inquiry with limited resources, was fortunate to receive the Common-

wealth Fund subsidy previously mentioned. At the outset of that investigation my mind was open on the question of whether the junior college movement should be encouraged, but as my contacts with the institution increased and the forces behind the movement were revealed, the conviction became firmly fixed that the junior college must flourish and take its place as a prominent feature of a prevailing pattern of school organization.

It is not the purpose here, nor is there the time, to review the potent and far-reaching forces, economic, social, and educational, behind the junior college movement. My concern at the moment is to stress an impending and inescapable outcome of the conjunction of these forces, the universalization of the junior college level of education. As you well know, the war years interrupted the operation of the forces and, therefore, interfered with progress toward universalization, but they have resumed operation at once with cessation of hostilities. We can expect with assurance that popularization of education at the junior college level is at the point of making strides on a par with those made at the high school level in the decade immediately following the first world war.

It is with the implications for the curriculum of a universalized junior college level that this paper is concerned. With universalization, the junior college can no longer remain what too many persons still think of it as, "just another place to get the first two years of college or university work." One can hardly question that universalization is by far the most mo-

LEONARD V. KOOS is professor of secondary education at the University of Chicago, and this year becomes also director of research for the American Association of Junior Colleges under the Association's new arrangement with the University of Chicago.

mentous fact influencing the junior college curriculum. Inevitably, it must modify, in fundamental and far-reaching ways, the purposes and the character of the educational program for students at this level.

Emphasis on General Education

One of the clearest implications of further universalization of education through the junior college level is the desirability of increased emphasis on general education. One of the long-time trends in American life is its increasing complexity, requiring broader and deeper understandings on the part of the individual who is to cope successfully with that complexity. The complexity has grown both in life's occupational and its non-occupational, or general, aspects. Because the non-occupational aspects make up by far the larger portion of life and living, it follows that preparation for them should call for the major portion of time set aside for schooling, at least through the universalized span. This is not to say that education for vocation is unimportant—it is exceedingly important.

A popular belief among laymen, and sometimes even among educators, is that preparation for vocation is vastly more important than general education. This is partly because occupational incompetence and its social consequences are so apparent. The term "general" as applied to education is not sufficiently suggestive of the values comprehended to make its significance apparent to persons unaware of the many urgent needs represented. It is only when these needs are somewhat particularized that such persons become convinced of the importance of general education. The needs and values in the area may, in some part, be inferred from a running account of developments in

general education at the junior college level during the last 25 years or more.

This account will include reference to programs in individual institutions, to development of individual new courses in groups of institutions, and to proposals for programs aimed at being widely influential. Because of the large number of developments and proposals, the reference to most of them must be exceedingly brief and many programs cannot even be mentioned.¹ The effort to round up these developments yields an impressive array of programs, courses, and proposals, and one comes away from the effort with a conviction that a really great concern for general education in early college and later high school years has been piling up, and that we are far past the threshold of a major movement in the expansion of general education at the junior college level, whatever the type of institution.

Parade of early general education programs. One of the institutions that provides what is intended to be a comprehensive general education program is the College of the University of Chicago. This institution is mentioned first because the roots of the program reach almost as far back as those of any other comprehensive general program, although certain developments preceded even the beginnings at Chicago. These beginnings reach back to a course entitled "The Nature of the World and of Man," developed cooperatively by a large group of subject specialists in the whole field of physical and biological sciences. The course as administered extended through two thirds of an academic year. The experience with

¹ Something approaching a full array of survey-course programs up to 1937 is to be found in B. Lamar Johnson's *What About Survey Courses?* (Henry Holt & Co., New York) 1937. 378 pp.

this course over a span of eight years must have had much to do with the interest in initiating the program of general, or survey courses, that made up the bulk of the curriculum of the two-year college when it was set apart in 1931 with its own administration and faculty. The four courses were in the broad areas of the humanities, the social sciences, the biological sciences, and the physical sciences, and each course extended through three quarters. In addition, students were held to a requirement of English composition extending through all of the first college year.

The next major step in developing the program of general education at Chicago was taken five years later, when the four-year college, entered by students who have completed two years of high school work, was established. The extension in years permitted enlargement of the program of general education. Three-year sequences in the major areas replace the one-year general courses. The sequence in science is made up of two courses, one in biological science and one in physical science, two years being given to one of these fields and the third year to the other. In the sequence in social science there is a year each in (1) American history, (2) analysis of economic, social, and political institutions, and (3) study of the problems of freedom and control in contemporary society. The sequence in the humanities deals with literature, art, music, philosophy, and history. There is also a three-year sequence designed to develop skill in written composition and a one-year course in "observation, interpretation, and integration," designed to clarify relationships of subject matter of the general courses. The four-year curriculum continues the practice of the two-year curriculum in affording some

leeway for the student to pursue his special interests.

An institution which was among the first to introduce an intentionally comprehensive general education program was Stephens College, Missouri. The offering of the battery of general courses there goes back to the middle 'twenties. These included, in addition to English composition, the survey courses in the humanities, natural science, and social science, and a course in vocations (which was in the nature of a "life-career" course). This program has in intervening years been expanded and refined. Prodigious investigation underlies the program—investigation that involved, among other procedures, extensive and intensive analysis of women's activities and long-continued curriculum experimentation.

A comprehensive general education program instituted in the early 'thirties is that of the General College of the University of Minnesota. This unit is a two-year college enrolling primarily students who would not be well served in the other colleges and schools of the University. The curriculum was based on the findings of extensive investigations of the needs of students and of society in all non-occupational aspects. The courses were pointed toward significant aspects of life and living rather than toward conventional classifications of subject matter. The resulting program was a rather large array of courses of relatively restricted scope rather than a small number of survey courses. Examples of titles are Individual Orientation, Home-Life Orientation, Human Biology, Contemporary Society, Current History, Vocational Orientation, Our Economic Life, Art Today, and Oral Communication.

The next development of a general education program in our round-up

brings us back to Chicago. In 1933, when the Board of Education, in the interests of economy, eliminated numerous commendable features of the school system, it abolished Crane Junior College. This unit had been largely a preparatory institution. Remonstrance at elimination of the public junior college from the city system was so great that, after the lapse of only a single school year, Crane was replaced by the three units (or branches) now operative, and a new program was instituted, an essential feature of which was a large core of general education. The core consists of four survey courses, one each in the humanities, social science, biological science, and physical science, and a course in English composition. All the courses extend through two semesters and make up a requirement of 30 semester hours—about half the student's total curriculum during the two years.

Recent status of survey and other general courses. Rather than extend the parade of individual institutions that have introduced programs of general education, it seems preferable to report the status, for a recent period, of the development of general education courses. Such a report is made possible from the findings of an inquiry made in 1942 into all terminal offerings in public and private junior colleges throughout the country and into similar offerings at the junior college level in colleges and universities.

The inquiry uncovered a total of 147 survey courses being given in the junior colleges. These courses were distributed to all the main areas of the humanities, social science, and biological and physical science. It also found in the junior colleges a considerable number of non-survey courses indicated as primarily significant in general

education and as exclusively or chiefly terminal. Reports were received from the colleges and universities on more than 400 courses which in the study were designated as "innovating" and catalog descriptions of which indicated them to be terminal general in character. Almost half this number were broad survey courses, such as contemporary civilization, or the survey of humanities, social science, biological science, or physical science. Most of the remaining courses were more limited in scope, but still terminal general in nature. Instances are Survey of Fine Arts, History Survey, Survey of Chemistry, or Survey of Geology. Still other general courses of restricted scope go by such names as Men and the World of Ideas, Our Economic Life, Problems of Modern Society, Living Organisms, and Plants and Man. A special study of the level at which these innovating courses are administered in the colleges and universities found more than four-fifths of them for freshmen and sophomores only—preeminently the level of general education in these institutions. On the whole, the combined developments in junior colleges and in colleges and universities indicate a strong movement for general education.

Proposals for general education. We come now to brief description of the proposed programs of general education. Because of their recency, three will be described. The first of these is the "Design for General Education" worked out by a committee of the American Council on Education. This committee was asked to consider a design for general education for members of the armed forces, and the group to be served was indicated to "correspond roughly to students in the last two years of high school and the first

two years in college."² By the term "general education" the committee referred to "those phases of non-specialized and non-vocational education that should be the common possession, the common denominator . . . of educated persons as men and as citizens in a free society."³ The objectives of this general education, in the opinion of the committee, as stated in the final published report,⁴ should be:

1. To improve and maintain his own health and take his share of responsibility for protecting the health of others.
2. To communicate through his own language in writing and speaking at the level of expression adequate to the needs of educated people.
3. To attain a sound emotional and social adjustment through the enjoyment of a wide range of social relationships and the experience of working cooperatively with others.
4. To think through the problem and to gain the basic orientation that will better enable him to make a satisfactory family and marital adjustment.
5. To do his part as an active and intelligent citizen in dealing with the interrelated social, economic, and political problems of American life and in solving the problems of postwar international reconstruction.
6. To act in the light of an understanding of the natural phenomena in his environment in its implications for human society and human welfare, to use scientific methods in the solution of his problems, and to employ useful nonverbal methods of thought and communication.
7. To find self-expression in literature and to share through literature man's experience and his motivating ideas and ideals.
8. To find a means of self-expression in music and in the various visual arts and crafts, and to understand and appreciate art and music as reflections both of individual experience and of social patterns and movements.

² T. R. McConnell, "A Program of General Education for Members of the Armed Forces." Chapter II in *Higher Education under War Conditions*, pp. 13-26, Proceedings of the Institute for Administrative Officers of Higher Institutions, Vol. XV. Chicago: The University of Chicago, 1943.

³ *Op. cit.*, p. 17.

⁴ *A Design for General Education: For Members of the Armed Forces.* American Council on Education Studies, Series I, Reports of Committees and Conferences, No. 18. Vol. VIII, June 1944.

9. To practice clear and integrated thinking about the meaning and value of life.

10. To choose a vocation that will make optimum use of his talents and enable him to make an appropriate contribution to the needs of society.

Following is the list of courses as proposed by the committee to achieve these objectives. These titles afford at least a hint of the significance of the courses for general education, a hint that is well substantiated by the outlines and descriptions of the courses.

Personal and Community Health
 Oral and Written Communication
 Problems of Social Adjustment
 Marriage and Family Adjustment
 Development of American Thought and Institutions
 Problems of American Life
 America in International Affairs
 Science: Biological and Physical
 Literature: American Life and Ideals in Literature; Readings in the Short Story, Drama, Biography, Poetry, and the Novel
 Form and Function of Art in Society
 Music in Relation to Human Experience
 Philosophy and Religion: The Meaning and Value of Life
 Vocational Orientation

The second proposal is that of the Educational Policies Commission of the National Education Association, published a year or so ago under the title, *Education for All American Youth*. The proposal covers the entire educational program for youth from grade 7 through grade 14. Our interest directs attention to that portion of the program designated as "common learnings," and referred to as "a continuous course in social living." In grades 7-10 it is to take up three periods of the six-period day; in grades 11-12, two periods; and in what we think of as junior college years, one period daily.

At the end of this long 25 to 30 year trail comes the Harvard report, *General Education in a Free Society*, latest, but hardly the last, word in a long line of development of the concept of general education. The report,

at a few points, mentions the junior college and even the junior high school, but its proposals are mostly geared to the traditional 8-4-4 pattern of organization. It would allocate most of general education to the high school, assigning only two courses to the college which would be required of all students, namely, the courses in "great texts of literature" and in "western thought and institutions." Only the first of these would be allocated to the junior college level, as the report says of the second that it is "beyond the capacity of the freshman or sophomore student." The portions of the general program it urges requiring in the high school are English in all four years as the "central humanistic study," foreign language, history of modern civilization, American history, "problems of American life," courses in general science and in general biological science, and two years of mathematics. In view of the frequent emergence of survey-type courses in many of the earlier general education developments, it is interesting to note that the Harvard report does not look with favor on them.

Appraising junior college general education. The magnitude of these developments in programs and proposals raises the question of the acceptability of current curriculums in junior colleges from the standpoint of the adequacy of the general education afforded. It is possible in this connection to draw on the findings of certain attempts to ascertain the contribution to general education of typical programs.

A study which any one can make quickly is to prepare a simple tabulation of the courses required of all students irrespective of specialized curriculums pursued. It is in these universal prescriptions one is likely to find that education which is considered

essential for all by those in control of these junior colleges. I made such a tabulation not long ago for 50 public junior colleges, catalogs of which, for a prewar year, were picked up at random. The total number of courses thus prescribed in the 50 institutions was 79, or about 1.6 courses per junior college. Except for physical education, English, usually limited to its communicational aspects, was the only near-universal requirement. American government was a prescription in fewer than a third of all units. The frequencies for courses other than these were very small. The average number of semester hours in the requirements was less than eight. These requirements in junior colleges are slightly smaller even than in the first two years of colleges and universities. They fall far short of major contribution to general education.

Critics of such a simple study may be disposed to contend that courses other than these prescriptions actually taken by students during the junior college period must add substantially to their general education. The acceptability of such a belief has recently been tested in an investigation made by James W. Reynolds. I understand that spring issues of the *Junior College Journal* will carry a two-article summary of Reynolds' study, which took him to junior colleges in all sections of the country.

Preliminary to his journeys, Reynolds made a catalog study of curriculums offered in the junior colleges. Having identified the most frequently recurring terminal curriculums and the requirements in them, he made his visits. During the visits he obtained transcripts of record of graduates of certain of these curriculums, secured outlines of the courses in them, and held interviews with administrators and teachers about these courses. Subse-

quently, analysis was made of the objectives for the courses in the transcripts of record of students who had completed the curriculums, using the criterional list of objectives, 193 in number, that were set up for the courses in general education recommended by the Committee on a Design for General Education, already referred to here. The measure of adequacy used was the percentage of these objectives found for the courses taken by a half or more of the students. For the three occupational curriculums, namely, general business, secretarial, and technological, the percentages were, respectively, 8.0, 8.0, and 4.5. For the general cultural curriculum, the percentage was 8.0. It is my own opinion from observation that this general curriculum in practice is much more often a sort of "catch-all" curriculum for students with uncertain or changing plans than it is a truly general education curriculum. For purposes of comparison with terminal curriculums, Reynolds included analysis also in the same way for students taking the usual arts and sciences preparatory curriculum, and the measure obtained for it was 10.5 per cent. This measure is a little larger than those for the terminal curriculums but not enough so to support the rather prevalent belief that the usual program in the first two college years makes a major contribution to general education. All the measures reported indicate a rather meager recognition of general education needs in junior college years.

Problems of general education. Consideration of general education should not be left without enumerating at least a few of the many problems that must be solved in expanding this important portion of the whole program of the junior college. (1) One of these prob-

lems is the venerable one of the proper balance of general and specialized education. We may not now know or be able to agree on what amounts or proportions of time should be allotted to these two main phases of education, but we should be in agreement that the current proportion of general education needs generous enlargement. (2) A second problem is that of motivation of general education. Students seem willing to devote themselves to occupational and other specialization but are known to resent requirements in non-occupational areas. Universalization of the level will bring mounting resentment unless the expansion is accompanied by a motivation that brings appreciation of the significance of general education. (3) This problem of motivation is inextricably involved in another problem, that of the organization of general education into courses. The most frequent type of vehicle of general education is the broad survey course, and there is some question as to whether motivation can be better achieved through such courses or somewhat smaller areas more readily indicative to the students of needs of life and living. There is the associated question of the means by which differentiation for wide variations in ability is to be accomplished; that is, whether by ability grouping and accompanying differentiation of content, by differentiation of units within courses, or by some other means. (4) Still another problem is that of acceptance of the courses in general education for transfer. A note of optimism on the prospective solution of this problem is warranted by the fact that colleges and universities have been found to be ahead of junior colleges in the development of general education courses.

Emphasis on Specialization

The second point for curriculum development concerns emphasis on specialization. Treatment here of the need for specialization can be relatively brief because much more has been said and done concerning it than concerning general education. As with general education, we are concerned here again with an implication of the impending universalization of the junior college level.

It is a truism to say that, for the most part, students' occupational plans, in a highly popularized junior college, will divide the student body into two main groups, those who will continue at the level above the junior college and those whose formal education will end with completion of the junior college. The relative proportion in the two groups will vary from junior college to junior college and from community to community, but present evidence indicates that on the average the preparatory group will make up no more than a fourth to a third of all students entering the work of grade 13 and the terminal group from two-thirds to three-fourths of all. In the light of these proportions and the common need for general education, we may take it for granted that to date most junior colleges have conceded too much to preparatory specialization. Some have surrendered almost everything to it. There is still, on the other hand, great need of development of terminal occupational offerings, and, if I assess at all correctly the temper of men and women in charge of junior colleges and the wishes of the public, we shall see an impressive expansion in such offerings in these early postwar years. As you know, this Association's Terminal Education Commission has given strong impetus to the movement.

This is not to say that the Commission's activities ignored general education, as certain of the studies and all the workshops gave attention to it, but, looking at the whole project in retrospect, I believe it fair to say that its main concern has been and, therefore, its chief help will be in occupational phases of education.

If one were listing all the sources of help by way of example on this terminal occupational phase of specialization to be provided in the junior college, colleges and universities could hardly be included. The fact is, the proportion of such institutions having terminal occupational offerings is almost negligible and this proportion has shown little tendency to increase over the period of a quarter century. On this account, their influence is likely to be negative rather than positive, in contrast to the influence of example on programs of general education, in the development of which they are in advance of the junior colleges.

By asserting that the portion of the junior college curriculum assigned to specialization will place students in two main groups, the preparatory and the terminal, I do not mean to contend that this portion of the program for the individual student will always be "either or," that is, either all preparatory or all terminal occupational. In the main, this may be true. However, there will be some courses that, with or without adaptation, will serve equally well the needs of preparatory and terminal specialization. In addition, there will be some students who will plan and, in respect to their abilities, deserve to continue to higher levels, who may wish to include in their programs some terminal occupational courses to equip them for earning a livelihood in an interval between junior college

graduation and entering the higher level institution, or for self-support while attendance at the higher institution.

One should not leave this subject of specialization without reference to the implications of studies that tend to show that the pattern of subjects pursued by the student in the preparatory period has little or no bearing on his probable success after transfer. Most of these studies apply to students transferring from high school to college. A near approach to such a study for the junior college is Eells's follow-up of junior college graduates who had taken vocational curriculums.⁵ The outcomes of the study were about as favorable to junior colleges as other studies that have been concerned with students taking the usual preparatory curriculums. The chief stricture on the conclusion that curriculum pattern is not significant for preparation at this level is that Eells did not include investigation of the make-up of the vocational curriculums taken in junior college by these transfers. One suspects that none of these vocational curriculums may have included many courses of a preparatory nature. A fully definitive investigation in this area promises much for the unshackling of curriculum makers in the junior college, which would make possible reduction of the specialized portion of the curriculum for preparatory students.

Emphasis on Articulation

The final point of needed curriculum development I wish to stress is intimate articulation of programs at high school and junior college levels. Importuning for improved articulation of the curriculums at high school and collegiate

levels is an age-old appeal which has gone on almost unheeded but which takes on new meaning when considered in the light of achieving an acceptable junior college curriculum. The need may be brought home by examination of the typical curriculum arrangements in the last two high school years. Not long since I made a simple tabulation of the requirements in grades 11 and 12 of a sampling of high school programs of studies in a manner similar to that I reported earlier in this paper for 50 junior colleges. The only two prescriptions at all frequently made were English and United States (or American) history. A small proportion of schools added a requirement in the Constitution or American government. The most frequent total requirement was two units, or about a fourth of the work taken during those two years. Such meager insistence on general education at this upper high school level is dispiriting, especially when considered in relation to the similarly meager universal prescriptions in junior colleges. Moreover, because the prescriptions at the two levels are in closely related fields, they bring a conclusion of restricted contacts in such general education as they afford. Not much comfort is added by a canvass of the remaining courses actually taken by students in these years in addition to the prescriptions, since these additional courses are found to bear largely on specialization and otherwise to have small significance for general education.

Study of the prescriptions for all students in lower grades of the high schools discloses a considerable core of courses set up for purposes of general education. The major inference from these inquiries at the high school and junior college levels and from what is known about programs in higher institutions at senior college and gradu-

⁵ Walter Crosby Eells, "Success of Transferring Graduates of Junior College Terminal Curricula," *Journal of the American Association of Collegiate Registrars* (July, 1943), 18: 372-98.

ate levels is that general education is perilously near bankruptcy not merely in the junior college period, but—what adds to the gravity of the problem—for the long span of school years beginning with grade 11 and extending through the graduate and professional schools.

Discussion of this near bankruptcy of general education could be criticized for being a mere reiteration of the first point emphasized in this paper, if the serious lag in this large phase of education could be made up in the short span of two junior college years. To attempt to crowd all general education not already provided by the end of grade 10 into these two years would throw the curriculum out of a proper balance of general and special education. Also, conceding continuance of the current surrender of the last two high school years to specialization yields a curriculum sequence upside-down of the proper order of emphasis; that is, with special education preceding rather than following general education. It requires no imagination to predict the resentment of youth who have enjoyed curriculum license in later high school years at being forced to surrender that freedom to an almost fully prescribed curriculum in junior college years.

The only road to a proper balance and sequence of general and special education through the long and critical span of years including later high school years and the junior college period now on the verge of being universalized is *cooperation* of the administrators and teachers in charge of those levels. I am not at the moment urging the establishment of the four-year junior college to replace all other types of junior colleges, although it is apparent that such an organization should facilitate concerted and coordinated attack on the curriculum problem. The indispensable requisite is cooperative approach,

irrespective of the pattern of school organization.

Other Needs

Many other points of curriculum development might be emphasized. One might easily and justifiably extend this discussion by considering the need of developing community relationships for their curriculum values. Another line of emphasis, in an important sense an aspect of community relationships, might be provision for part-time co-operative programs and work experience. Still other matters that might well come in for emphasis are the dependence of most major curriculum reforms on adequately functioning student personnel programs and plans for individualization of instruction to aid in making the curriculum effective. In opening this paper, something was made of the significance for the curriculum of the impending universalization of the junior college level. An examination of these additional points of needed development would show that they, like those that have been reviewed, are similarly demanded by the forces of universalization.

In undertaking to accommodate this universalization, those at work in junior colleges have a notable advantage over high school administrators and teachers of 30 or more years ago. These were caught largely unaware of what was transpiring before their eyes, and so there was much needless fumbling in adapting the school's program to the needs of all youth; such a rapid popularization of the high school level had been unprecedented in the entire history of the world. Workers at the junior college level have no such excuse for fumbling, because they have been forewarned by events at the high school level. Let us hope that the junior colleges are ready for the flood to come.

Changing Patterns of Junior College Education

GEORGE F. ZOOK

IT HAS BEEN my very pleasant privilege to have a modest part in the development of the American Association of Junior Colleges since its beginning at the conference sponsored by the U. S. Bureau of Education in 1920. As I have said frequently on other occasions, it took a good deal of courage to face the heat of midsummer in St. Louis in 1920 and no little faith that the then vaguely defined institution called the junior college had a future sufficiently important to justify a conference. There are other survivors of that conference, several of whom may be present here this evening, who must share with me immense gratification at the evidence here tonight and upon many other occasions of the growth, virility, and forward look of the Association. My best wishes to you for the same unparalleled growth and usefulness over the next quarter of a century which has marked your progress during the past 25 years.

I recall, too, with great pleasure, your twentieth birthday which you celebrated at Columbia, Missouri, in 1940, when it was my privilege to speak to the Association on "The Next Twenty Year of the Junior College Movement." At that time I made various assertions, several of which appear to me today to be equally, if not more, important than they were five years ago. Therefore, among the

seven statements which I wish to elaborate briefly for this panel and for the audience this evening are three which are selected from that address.

1. *Junior colleges should conceive of their field of effort as including the educational needs of the entire population, particularly those 18 or 19 years of age.* There is now, as there was not 25 years ago, almost entire agreement that the whole youth population should have the opportunity for post high school education. Business, industry, and the junior professions demand both a more mature and a more specially prepared person than the high school graduate. The home requires more preparation for parenthood and domestic duties than can be expected of the high school graduate. Adult labor urges our young people to keep out of the labor market for another year or two. The country must have more fully informed citizens if democratic government is to be safe and effective.

And so the young people flock to four-year colleges, to junior colleges, and to in-service and evening classes as never before in our history. Socially, occupationally, and in the public interest it is the thing to do. We must realize therefore that both by choice and necessity an increasing proportion of the later teen age group will be found in school or college on a full-time or part-time basis.

Now it naturally follows that whenever there is a strong demand, in education or elsewhere, there will be rather prompt attempts to meet the demand. Sometimes private schools which operate for profit see the possibilities first, and pioneer, as they did in the field of

GEORGE F. ZOOK is President of the American Council on Education. In 1920, as chief of the division of higher education of the U. S. Bureau of Education, he was chairman of the conference at St. Louis which resulted in the organization of the American Association of Junior Colleges.

secretarial training. If public or non-profit educational institutions enter the field they do so hesitatingly and without comprehensive plans.

That is our present situation in the junior college field. Many people, deeply convinced of the function and place of junior colleges in the American educational scheme, have sought a place in the promised land but they have certainly not fully occupied it. About a year ago, for example, we were all shocked to read in the "Report of the Commission to Survey Higher Educational Facilities in Illinois" the astonishing statement, which I am sure we can really attribute to our good friend Dr. Koos, that "From the point of view of enrolling a sufficient number of students to justify the establishment of a junior college, there are 97 districts in the State of Illinois in which the establishment of a junior college would appear to be feasible." Well, all I can say is that I have never heard a more devastating criticism of the State of Illinois and its civic leaders than is implied in that statement. But much the same criticism could be levelled at a number of our other states where urban centers have increased rapidly but which are not supplied with the needed additional educational facilities implied in the junior college movement. Among them is the equally astonishing situation in New York, which, through the leadership of its State Commissioner of Education, bids fair—at long last—to be remedied in the early future through the establishment of 20 new institutes of applied arts and sciences. The State of Washington has recently taken some important steps to remedy the situation. Texas continues to make substantial progress and, of course, California still marches on at the head of the procession. So it seems to me that the junior

college movement is still gathering greater and greater force and that with proper leadership it will soon be as generally accepted as an integral part of our educational system as the secondary schools on the one hand, and the four-year colleges on the other.

In this rapid development of this phase of education I hope that no one will be too much disturbed by the variety of names for this post high school child. I don't believe that most of us have ever been very well satisfied with the name "junior college," and so if the New York State people want to be a bit individualistic and return to the older name of "Institute of Arts and Sciences" I, for one, have no violent objections; and if the Educational Policies Commission wants to call them "Community Institutes" and can get anybody to agree with them, I don't think any of us should be too worried. The Educational Policies Commission can call some of them technical institutes if it wishes. They can even call them vocational schools, post-high schools and less than college grade if that is the only way to get the Smith-Hughes and George-Deen Federal money.

No, the simple truth of the matter is a whole host of occupations and public services requiring preparation varying in length from one to three years beyond high school, which are likely to be undertaken only to a small degree in the four-year colleges and universities. This is the great broad field of what I still prefer to call the junior college. If through the slow processes of time some other name comes to be used more frequently I shall not worry; I shall only be worried if we lose our vision of the changing and enlarging pattern on the one hand—or our energy in occupying the promised land on the other.

2. *Junior colleges should continue to prepare students in the first two years of the four-year curricula, particularly in the field of the liberal arts and sciences.* Several days ago Mrs. Mildred McAfee Horton, Commander of the Waves, told me that after several years in the Navy she had returned to Wellesley College more firmly convinced than ever before of the usefulness and necessity of the liberal arts college. I do not suppose that she fully approves of the pre-war curriculum of many of the liberal arts colleges, including perhaps even Wellesley itself. But the simple point of the matter is that the development of the capacities and interests of individuals without reference to particular vocations, the broadening of the individual's knowledge of the physical world in which we live and the strengthening of his ability and zeal to cooperate with others effectively throughout our social enterprises, are all matters of great worth and necessity.

It was in this field of effort that the junior college first devoted itself. Everything indicates that this educational function will be even more important over the years to come than it was in years gone by. I trust therefore that junior colleges which may now be doing a good job in this field will not allow themselves to be tempted away into other aspects of the junior college field until and unless they can secure adequate facilities for additional curricula.

My only word of warning would be that the content of liberal education in the junior college must be adapted to the changing pattern of the world in which we live. To be sure, values and principles do not change from generation to generation, but their application to our mode of personal and social life are meaningful to us only when they

are couched in subject matter which clearly applies directly to ourselves. This problem is common to the four-year liberal arts college and to the junior college which is devoted primarily to the preparation of students who will continue their studies at some other institution leading to a bachelor's degree.

3. *Junior colleges should develop terminal curricula in general education and in various types of technical curricula.* The general education movement at the high school and junior high school levels finds its basis in the conviction that with all our commendable efforts we have not yet developed curricula which enable students to secure as well rounded a view of and contact with all aspects of the physical world in which we live and with the varied interests and activities of human beings, ourselves included, as appears to be needed. Each changing pattern in modern life provides a new setting for the individual to operate in, and the junior college, as the last link in the chain of educational units devoted to the general education of our citizens, should identify trends and new implications and thus exercise a substantial degree of leadership in the movement.

In this connection I wish to point out that the theory of general education may appropriately dominate the character of the first two years of the four-year liberal arts curriculum but it is even more pertinent in the case of that increasing body of young people who terminate their formal program in general education in junior colleges.

Fortunately there has been so much discussion of the problems of general education at the junior college level as to leave us all in less doubt as to what its content may properly be. The Harvard report and others are most stimulating and useful. But if you are

troubled as to the content of general education I commend to you the "Design for General Education" issued about two years ago by a committee of the American Council on Education of which Dean T. R. McConnell of the University of Minnesota was chairman.

The case for terminal curricula of a vocational or technical nature is now so well established, especially by the work of this Association, as to need no further elaboration. I can only say that the extent to which the need has been met is by no means so far along toward accomplishment. We shall have to await further and more elaborate programs in this field in New York State and, in fact, all over the nation.

4. *Junior colleges should establish facilities for the instruction of veterans and other adults in the community.* Here we are faced with nothing short of a crisis. The educational provisions of the G. I. Bill are generous and many thousands of men are presented with an opportunity to realize their dreams for further education after an experience which has made them appreciate the value of further training and education. Hence, before the wartime Army and Navy are more than 50 per cent demobilized, the men and women who were in the armed forces have jammed to the doors the facilities especially of the larger institutions of higher education and others which are located in urban centers. All kinds of serious problems are involved in this mass movement, including housing facilities for married veterans. As time goes on the smaller institutions located in the smaller towns will doubtless feel the impact of this movement.

It should be realized, however, that the majority of veterans interested in further education have some fixed ideas of their own which seem important to

them. In the first place, they want to go to college—instead of to school. They want training for a specific job they have in view. They want to live in the thick of life as found in our urban centers. It is to the junior colleges located in urban centers, therefore, that we must look for speedy and intelligent action. There is no time to wait. This great opportunity for service must not be postponed or allowed to fall into less worthy hands.

But the veterans are not the only adults in our urban communities. To me it seems almost inconceivable that any junior college, whether publicly or privately controlled, can live in the throbbing life of our larger cities and larger towns without feeling a responsibility for educational leadership in the community and for the development of such part-time and evening instruction in all manner of subjects for which the people in a community yearn consciously or unconsciously. The education of the oldsters is no less the obligation of organized schools and colleges than the education of the youngsters.

5. *Junior colleges, whether publicly or privately controlled, should become cultural leaders on a broad front in the communities in which they are located.* I have often been impressed with the rugged and relatively uncultivated life of the frontier. Yet even today, years after the frontier has disappeared, no one can visit any of our large cities without feeling the barrenness and even the ugliness of our urban centers. Except when nature fortunately covers the countryside, and even much of our centers of population, with a mantle of green, the works of man seem to be most evident in smoking chimneys, glaring billboards, dirty streets and screaming noises. How long, oh how long, will it be before the predominant

impression of our cities and towns will be that of culture and learning?

I could elaborate this theme, but I forbear. In many of our towns and cities the junior college is the top rung of the educational ladder. Upon the junior college, therefore, in these same towns and cities, rests the primary responsibility for making life more attractive and worthwhile. It may be through the avenue of music, it may be that the town needs a new or better library. Has anyone planned for parks and other means of recreation in your town? Is there a good lively literary club or an art club? Do you sponsor a series of public debates? Is there a little theatre in your community? Well, whatever is lacking in these and many other cultural realms is your responsibility—not yours alone, to be sure—but one which in one way or another you need to share in order to make your town livable and interesting.

6. *Junior college instructors should receive appropriate preparation for their tasks.* Here we have an aspect of the junior college which, fortunately, is receiving increasing emphasis, and one on which happily the American Association of Junior Colleges and the American Council on Education are co-operating toward some ultimate solution of the problem. The value of teacher education for teachers in the elementary and secondary schools is no longer in question. How to get the most capable personnel into teacher education curricula and exactly what processes should be used are of course questions and doubtless will be over the long future. But few, if any, would return to the primitive situation of 100 years ago when teacher education for the schools began in this country.

Never yet, however, have we seriously attacked the problem of educating

teachers at the college level, except of course from the purely subject matter side. Even yet the likelihood that anything very significant will be attempted in the early future seems rather remote. The graduate schools of the country, generally speaking, even in the field of education, seem as yet to be primarily interested in the preparation of scholars and research workers rather than in the preparation of college teachers, in which calling nearly three-fourths of the graduate students will spend most of their lives.

So here is the challenging opportunity of the junior college. The junior colleges are now becoming numerous enough in a number of states and the faculty large enough so that the problem of their preparation becomes important both in size and quality. What the junior colleges want in the way of the preparation of their teachers will receive attention.

But what do you want? You people who represent the administrators of the junior colleges must first agree on what you want in the character and preparation of your instructors and you must express these wishes in sufficiently definite terms so that the graduate schools of this country will know what they are. As far as I know, you have so far failed to do this, but it is my hope that the Association, working with the American Council on Education, will be able to do so in the early future.

I do not feel that my advice on this subject is worth a great deal but I do have one or two definite impressions as to the nature of the education which prospective junior college teachers might reasonably be expected to have in pre-service or in-service education. First it seems to me that every junior college teacher should have a good course in the psychology of the later

adolescent youth. The young people who sit at our feet have their own peculiar mental and emotional make-up, which is far different from that of the growing child on the one hand, or the mature adult on the other. The successful teacher is one who knows how to deal with his or her students as a group and as individuals.

Next I would have the junior college instructor become fully acquainted with this expanding type of institution in which he or she serves—its functions, its types, its curricula, and its place in the total educational scene. How can one feel at home in or be loyal to an institution unless he has an adequate conception of it as an on-going part of the educational system?

Finally and not least important, I would have the instructors in junior colleges well prepared in the subject matter which they teach so as to be able to relate it to other parts of the curriculum and to search constantly for ways and means through subject matter to instill into pupils the intangible but all important values which make the teaching process education rather than the ephemeral acquisition of knowledge.

7. *Each state should provide for a system of junior colleges, each of which would be attached to a local cosmopolitan high school.* Here we have the consideration of a positive necessity if we are to offer the youth of the land ample opportunity for a junior college education. First, may I say that in making the above statement I do not wish to be understood as addressing myself to the publicly controlled junior colleges only. The State of New York has long given us a demonstration of the wisdom of integrating into our great system of higher education both publicly and privately controlled colleges and universities. The State of

Washington is taking care not to establish publicly controlled junior colleges where privately controlled institutions already exist. The recent survey report in Illinois seems to contemplate something of the same sort. Connecticut is giving consideration to the same problem. Indeed, the war has made all of us more deeply appreciative of the contribution which both privately controlled and publicly controlled institutions of higher education can render and should be encouraged to render.

The fact remains, however, that the problem of an adequate provision for junior college education must be considered on a statewide basis or it will be pure patchwork. One must therefore engage in an extended study to ascertain what centers need junior college facilities and what types of curricula they need, how such junior colleges should be supported financially, and what provisions should be made to enable all qualified residents of the state to attend. The state should then lay out a plan to encourage and support existing institutions, public or private, to stimulate and support the establishment of new ones, and in general to lay down standards for their effective operation.

You will notice that I stated that junior colleges should be "attached to a local cosmopolitan high school." Here I realize that I am voicing an opinion contrary to the existence of a number of state junior colleges now in operation, in opposition to the New York state plan and in opposition to the proposal for resident vocational schools to be supported in part out of Federal funds. There is good argument for state junior colleges where the type of educational service is so specialized as to require only one such school, or perhaps where most school districts are

so small as to be unimportant feeders of the junior college above. But it is my firm opinion that experience has already pretty well demonstrated the value of attaching junior colleges to strong secondary school systems thus avoiding, among other things, competition with existing state institutions and the temptation of a two-year institution to develop into a full fledged four-year institution.

I doubt whether I have brought to you any new ideas on changing patterns in junior college education. After all, social institutions, junior colleges included, do not change rapidly. But they do change. Certainly in the lifetime of this Association the responsibilities of the junior college to the whole of the late teen age group has only recently been appreciated and accepted. The same may be said for terminal curricula, both general and vocational. I doubt whether in most instances the junior college even yet realizes its obligations in the adult education field or as a cultural leader in the community. The need for special

preparation of the junior college instructor has been appreciated and accepted very slowly—far too slowly, I am sure you will agree. We have talked for a good many years about the development of state systems of junior colleges but I believe you will also agree that there are very few states in which the goal has been reached.

I close much as I began: I cannot find much that is wrong with our conception as to what the changing pattern of junior college education ought to be, by whatever name it may be called. But I do find much that is wanting in our zeal and determination to accomplish what we know ought to take place. The size of this audience here tonight representing the junior colleges of the country is perhaps 20 times the size of that little band that met in St. Louis now something more than 25 years ago, but I hope that I may live long enough to see you occupy much more of the promised land, when consequently there will be still fewer hotels in Chicago able to accommodate your annual convention.



The New Research Program of the Association

In July 1945, at a conference of Association committees in Chicago, a blueprint was developed for a new, greatly expanded program of research on junior college problems by the national Association. This blueprint was reported in full in the November 1945 issue of the *Junior College Journal*. It provided for organization of research activities under five new committees of the Association. It further provided that the chairmen of these five committees, together with the vice-president of the Association, were to form an over-all committee for coordinating in an integrated program all phases of the new research activities.

These five committees, their membership completed, met for the first

time on January 15-16, 1946, at Chicago, immediately preceding the opening of the 26th annual meeting of the Association. In two days of intensive planning work, each committee laid the groundwork for its future activities. Then, at the annual meeting itself, a summary report by the vice-president and chairman of the coordinating committee, Dr. Ingalls, and detailed reports by the five committee chairmen, laid before the Association as a whole the nature and breadth of the research activities which were in the making. The response of the Association to them was enthusiastic, and was implemented by the voting of an adequate budgetary allowance for the work. These reports are reproduced here.



Organization, Structure, and Procedures

ROSCO C. INGALLS

ON JULY 27TH, 1945, at Chicago at the special conference of the Executive Committee and representatives from all regional associations in the nation, quintuplets were born. These "quints" were named committees on (1) teacher preparation, (2) curriculum, including adult education, (3) administrative problems, (4) legislation, and (5) student personnel problems. Each was provided with a life mission and was briefed accordingly. Due to the circumstances surrounding the birth of these "quints" they were expected to go on an accelerated training program and to exhibit at an early date the characteristics of prodigies. These in-

cluded ability to walk and talk, to display teeth, physical strength, a well developed sense of balance, judgment to keep out of bad company, and a personality attractive, pleasing, even magnetic—to recruit followers at a rapid rate. To me, there has been delegated the task of reporting to this convention a growth period of five months in the life history of these "quints" who are destined to have such an important place in the family activities of the American Association of Junior Colleges.

The "quints" born on July 27 were endowed with dual and even multiple personalities. Each of the five com-

mittees has its chairman as a member of the Committee on Coordination of Research. Each chairman will direct the functioning and expanding program of his own committee. Each chairman will recruit regional and local participants in the work of his committee. Each chairman will also serve as the leading voice of his committee in public relations. These job specifications seek the selection of the best available personnel within the junior college family to carry forward the proposed expansion of our program. Appointments have been authorized accordingly.

A meeting for the organization of the committees was held in New York City November 30 and December 1. It was attended by President Bethel, Acting Executive Secretary Long, Dr. Koos, and four of the six members of the Coordination Committee. The decisions made by this Committee are reported now to define the structure and procedures for the various parts of our new program.

1. *Structure of the committees.* Each committee is to have five members. One member is to retire each year without the privilege of reappointment. Appointments are made by joint action of the president and vice-president. Initial appointments are for 1, 2, 3, 4, and 5 years. Inability to attend the current sessions of this convention was ruled a disqualification for membership. Two people from the same institution were not to be appointed. The chairman was given the five-year membership term with the understanding the chairmanship was subject to reappointment each year.

2. *Membership on the committees.* A recommended list of members for each of the five committees was given to the vice-president with instructions to initiate at once correspondence to se-

cure acceptances. This was done and only three "unable to serve" replies have been received in response to 28 invitations. Such a splendid response is highly encouraging for the new program. Each committee was in session here yesterday from 11 a.m. to 5 p.m.

3. *The Coordination of Research Committee.* The vice-president of the Association is ex-officio chairman of this committee. The chairmen of the five committees are the members. This committee met yesterday from 9:30 to 11 a.m. and again in the evening, in joint session with the Executive Committee of the Association and the Editorial Board for the *Junior College Journal*, for the purpose of defining policies to guide actions of all interests concerned.

4. *Functions of the committees:* (a) To survey and summarize current practices in junior colleges in the fields allocated to the committee, (b) to plan and carry through some original research work, (c) to encourage new practices and experimentation on various problems within the field of the committee, (d) to release findings of the committee to all members of the Association through the *Junior College Journal*, (e) to recruit the services of representatives of regional associations in carrying forward the work of the committee, and (f) to coordinate its work with other committees and with the special services provided by the University of Chicago to the Association.

5. *Projects to be undertaken by the committees.* To be determined by each committee under the leadership of its chairman. This selection is to be based on a coordinated poll of the membership in the Association to secure urgent and desirable areas for research. The questionnaire for this poll is to be co-

ordinated and prepared through the services of Dr. Koos as research director.

6. *Meetings of the committees.* Two meetings each year are planned. One meeting will be held in connection with the annual meeting of the Association and the cost of attending it will be borne by the members of their respective institutions. A second meeting would be held if possible sometime during the summer months. It is hoped that our Association budget will provide funds to finance this meeting.

7. *Publications by the committees* will be released through the *Junior College Journal* or through the Washington Executive Secretary's office in accord with policies defined by the Editorial Board and the Executive Committee. This statement of policy will be presented to the convention at another session.

8. *Budget for operating expenses* of the committees will be provided by the Finance Committee for the Association and submitted in a report at a later session of this convention.

The remaining point in our assignment has to do with procedures by each committee to date. Early this month the vice-president of the Association sent to each of the five chairmen an agenda defining items of business to supplement the plans prepared by the chairmen. Suggestions were made for action on these items.

(a) To what services and projects shall the committee give priority in 1946?

(b) A work progress calendar for 1946.

(c) A report to be presented to this convention.

During the sessions of this convention the chairman of each committee will present or announce the personnel

of his committee. He will also make a progress report. This procedure, with its resulting recommendations for your information and consideration, will contribute greatly, we believe, toward making this convention one of the most important in the history of the Association.

The completion of my assignment at this point in the program defining organization, structure, and procedures of the committees will not be adequate without two additions—a word of appreciation, and an invitation.

I do express for the Association our appreciation to all the workers and leaders who have been active, particularly during the past five months, in bringing rapidly to maturity the new committee organization with the objective of strengthening the Association and its services beginning at once in this opening month of 1946.

I do invite, in the name of the Association, *all* junior colleges and their personnel—administrative, instructional, and supporting public and patrons—to give encouraging aid and support and service for the advancement of the new program. This is an essential part of our post-victory educational planning now moving speedily ahead in the United States.

The critical year of 1945 has become history. We have survived. The new year 1946 reveals on the horizon an era of good will, cooperative service, and prosperity. May we all be the agents by which these visioned achievements are nurtured into realities!

Here endeth the story of five months in the life history of the "quints" born in Chicago July 27, 1945, into the great family of junior colleges of our nation.

Committee on Legislation

JESSE P. BOGUE

THE FUNCTION of the Legislative Committee is to sponsor and promote all national legislation which favorably affects education, and especially junior college education. The Legislative Committee must inform the membership of the organization of legislative proposals and solicit the cooperation and influence of the membership and the public at large in behalf of adequate and equitable educational legislation affecting junior college education.

It is the function of this committee also to oppose, and to enlist opposition to, legislation which would be detrimental to education, particularly that affecting junior college education.

It is the function of the Legislative Committee to cooperate with, and to enlist the cooperation of, all other educational groups in behalf of adequate legislation for education.

The Legislative Committee recommends the selection of a responsible person who shall be granted the executive authority to follow legislative measures and to determine his action in the light of the changes and alterations which may occur in the progress and passage of bills through Congress.

The Legislative Committee urges within each state the formation of a legislative committee to represent the junior colleges in state matters on the same basis as our committee represents the junior colleges on a national basis.

THE COMMITTEE ON LEGISLATION is composed of Jesse P. Bogue, Green Mountain Junior College, Vt. (chairman); Charles S. Morris, San Mateo Junior College, Calif. (co-chairman); C. C. Colvert, University of Texas; Henry A. Dixon, Weber College, Utah; and Eugene S. Farley, Bucknell University Junior College, Pa.

(The following resolution on national legislation was drawn up by the Legislative Committee and was unanimously adopted by the American Association of Junior Colleges at its banquet session, Friday evening, January 18.)

RESOLUTION ON NATIONAL LEGISLATION

In the new age we are now entering, we must dedicate ourselves to a far bolder approach than ever before to education as a genuine and indispensable force in strengthening our democratic institutions and as an example for the rest of the world.

This approach to education must be directed not to any single phase of the problem, but to the problem in its totality. A comprehensive educational system is a basic necessity for an intelligent electorate and for the creation of an economy of full employment and production. We need a program of education so broad that it will inspire and challenge the united support of all groups truly interested in raising American educational standards and thereby improving the general social and economic life of our people.

As President Truman has said in his telegram to this convention, dated Washington, D. C., January 16, 1946: "Social, economic, and political conditions prevailing throughout the world can be solved only in terms of a lengthened period of education made available to an increasing proportion of the population." Because scientists have released forces too great for human resistance, and because the hopes and freedoms of mankind cannot rest in physical force, the urgency for the

development of greater intelligence, integrity, and understanding cannot be overemphasized.

The American Association of Junior Colleges, therefore, pledges complete support to a policy of education throughout the United States so organized and financed as to extend full and equal opportunities whereby each individual may develop his capacities for his own benefit and for the best interests of the nation as a whole.

In this educational system we recommend that all unjustified forms of discrimination be eliminated and opportunities be equally available without regard to sex, race, color or creed, and that it be the purpose of the schools and other educational institutions to teach the principles and practices of democracy, of respect for the dignity of the individual, and for such fundamental human rights as freedom of assembly, speech, the press, and religion, with unrestricted pursuit of objective truth and the free exchange of ideas and knowledge.

Such an educational system is required in the interests of world peace and security, the common defense, democratic participation in government, the development of science and the arts, employment in a fruitful economy, the wise use of leisure, and the general welfare. These are the essential factors in our long cherished American way of life.

In the further development of our educational facilities in pursuit of these goals, it is the clear responsibility of the several States under their constitutions and laws to control education within the states, to provide for the administrative organization of public educational services and institutions, and in particular under home rule and states' rights to establish local public

school units of suitable size for effective and economical administration.

It is the further responsibility of state or local school authorities, as the case may be, to provide for compulsory school attendance, to determine the public school curricula, to appoint competent teachers and officers of instruction, to build and maintain safe and sanitary school buildings, and to provide suitable equipment and instructional materials and, where necessary, safe and sanitary pupil transportation.

It is the responsibility of all educational institutions to meet suitable standards of educational service as established by competent authority, to avoid unjust discrimination and to help in the attainment of national objectives in the interests of the general welfare.

It is the responsibility of the Federal government to assist the several states in discharging their responsibilities and in meeting national educational objectives.

Be it resolved, therefore, that the American Association of Junior Colleges approve the above stated policy for education and seek collaboration with all other educational organizations and forces in assisting in the passage of a single bill in the Congress of the United States which will give adequate Federal aid for the proper education of all persons, be they enrolled in pre-elementary, elementary, high school, junior college, college, university, graduate schools, or professional schools, or adult educational classes.

In order that the above resolution may be implemented, this Association recommends that provisions be made in the bill for an equitable distribution of educational opportunities to the people in all of the states, through a formula which will give Federal aid to the states not only on the basis of population but

in relation also to the ability of the several states to maintain their own educational institutions. Federal aid must not weaken the responsibilities of the several states for maintaining equal educational opportunities, nor abridge the rights of the several states in the solution of educational problems within the states.

Be it further resolved, that this Association approve a system of national

competitive scholarships which will provide for the education of young men and women of outstanding ability without regard to race, creed, color, or geographical location.

We have spent multiplied billions of dollars to win World War II. We now advocate that billions be spent for education as the best means of establishing and maintaining the rights of men for which we have fought.



Committee on Administrative Problems

JOHN E. GRAY

YOUR COMMITTEE on Administrative Problems met for the first time last Wednesday morning. Our first major problem was to attempt to determine what is *not* an administrative problem. Because viewed through an administrator's eyes, any problem on the junior college campus is an administrative problem—from how to secure meat for the college cafeteria to the reason why the football team lost the Thanksgiving Day game; from the teaching of English composition to the planting of shrubs on the college campus.

We hesitated to attempt a definition of what is *not* an administrative problem at this early stage in the work of our committee for fear that we might get involved in some of the "goobledygook" terminology expressed recently

in a publication of the *Kansas City Schools*, Vol. II, No. 9, which I would like to read:

If, about 1900, a teacher at a university brought a hen to class for teaching purposes, while this was an innovation, the hen was simply a hen. By 1910 this hen was a "problem." In 1915 it had become a "project." Around 1919 the hen was a "unit of work." By 1925 it had become an "activity." In 1930 it was the "basis of an integrated program." And lo! in 1936 the poor hen had become "a frame of reference." As 1941 drew to a close, it was "implemented" into an "area in a workshop." In 1942 it appears to have been "calibrated" as part of the "orchestration of school and community activities."

Fearing that a hasty definition of our basic philosophy and functions might lead us into something of this "goobledygook" character, we have preferred to postpone such a statement until our committee has had a chance to do some more thinking together. In the meantime, however, we have submitted to the Committee on Coordination of Research a set of five proposed problems for study and research, and we stand ready to launch into a study of these problems on the basis of the priority which may be assigned to them by this Coordination Committee.

THE COMMITTEE ON ADMINISTRATIVE PROBLEMS is composed of John E. Gray, Lamar College, Texas (chairman); William H. Conley, Wright Junior College, Ill.; John H. McCoy, Santa Ana Junior College, Calif.; Anne D. McLaughlin, Georgetown Visitation Junior College, Washington, D. C.; and Basil H. Peterson, Glendale Junior College, Calif.

We think, in the first place, that there is an urgent need for a study to re-emphasize to all of us at this time of mushroom growth and development that the most important thing on a junior college campus is not buildings, is not machinery and equipment, is not the furniture in the president's office, as important as these things may be. The most important thing which takes place on a junior college campus is the striking of a spark between a truly great junior college teacher and a sincere, conscientious, *individual* junior college student. As a matter of fact, it is the opinion of our committee that the only excuse for the existence of an administrator on a junior college campus is to help strike that spark.

We therefore plan to stimulate a study, either by a graduate student at some major university, or through our own resources, of the ways and means by which we administrators can help our teachers to do a better classroom job. Such a study will involve a survey of existing practices and techniques, and an evaluation of these, with suggestions for improvement. Such a study can probably be completed in 12 to 18 months. Its benefits would be very great in re-emphasizing to all of us right at this time a genuine junior college concept of administration.

A second study which we think should be undertaken in the near future is a survey of existing administrative organizations in junior colleges, with a view toward making recommendations for the most effective type of administrative organization for institutions of differing types and sizes. We think, for example, that there has been in many situations a lack of a clearcut understanding as to what are the functions and responsibilities of a governing board of a junior college as com-

pared to the functions and duties of its administrative officials and faculty. A couple of good senior college and university presidents have recently been fired in my own section of the country because of lack of a clearcut understanding of this relationship, and since I live in the same general neighborhood, I for one don't want to see the custom spread. An objective study of the organization and functions of various governing boards, administrative officials, and faculties, free from local interpretation, could be of much benefit to all of us, and particularly to those who are planning a reorganization of staff of a completely new junior college.

We all know that effective administration in any college can be realized only when responsibility has been fixed and when the duties of the various members of the organization have been defined. Factual data and graphic charts of various types of administrative organizations should be assembled, and recommendations should be made for the most effective type of administrative organization for junior colleges of different types and sizes. The completed study would simply serve as a guide for the evaluation of local administrative set-ups, and could in no way be regarded as compelling any particular local change. Estimated time for completion of such a study is 12 to 18 months.

Another of the major administrative problems which will face both the public and private junior colleges of America during the next ten years is the building problem. Faced with the greatest boom in college enrollment the world has ever seen, many junior college administrators are scurrying hither and yon, employing architects, investigating the availability of surplus property and other building materials, and attempt-

ing as best they can to be ready to let some contracts for new buildings at the earliest possible moment. Yet when these administrators sit down with their architects and governing boards and begin to make some plans for these new junior college buildings, they find almost a complete vacuum of organized information as to building standards in the junior college field.

How many square feet of shop space are needed for a junior college course in radio and electronics for a class of 25 students? What is the approximate cost per square foot of such shop space on the ground level of a hollow tile and brick building? What is the second story cost per square foot? What is the cost per square foot of floor space and per cubic foot of volume of a junior college library with a maximum seating capacity of 250 students? A cafeteria? What is the per student cost of a junior college science building, dormitory, or any other junior college building? What should be the ratio between auditorium and gymnasium capacity of a junior college to size of student body and size of community? Many junior college administrators will have need for the answers to these and many other similar questions in the very near future; some need them *now*.

Your Committee on Administrative Problems is under no illusions as to the ease of accomplishing such a study. However, with the help and cooperation from the University of Chicago which our new arrangement now makes possible, with the possibility of help from other graduate institutions, and with the increased emphasis on research in our new Association set-up, the successful completion of such a study within two years is within the bounds of possibility. Of course, such a study should have been completed already,

and should be ready for use right now. But we simply have to start from where we are, and do the best we can with what we have.

The problem of budget and finance is another major administrative problem deserving of study. This study should investigate sources of funds, budgetary practices, and expenditures of funds. Data should be classified according to private and public institutions, and according to the size of institutions.

Analysis of the data should show for various types and sizes of junior colleges the actual costs and percentages of budgets devoted to administration, instruction, maintenance, student personnel work, library, student out-of-class activities, public relations and publicity, and other similar divisions of the budget. A further breakdown might be made to show the variation in the cost of instruction from department to department.

It is felt that such a study will enable administrators to determine whether or not their own costs are in line with other comparable institutions and would be of much value in giving a fairly accurate estimate of the costs which might be involved in opening new junior colleges, or in adding new areas or departments to existing junior colleges.

Here again your Committee is under no illusions about the ease of accomplishing such a study. We feel that attempting to gather such material by questionnaire would be futile, irritating, and of no value. Such a study will involve fact-finding on a personal basis with visits made to selected institutions and architectural firms. Our procedure here will be to attempt to find a suitable graduate student who is interested in making such a study as the basis for his dissertation, and to give such a stu-

dent all possible encouragement and aid. Here again the value of our relationship with one of the major universities can be demonstrated.

One aspect of junior college finance requires more immediate attention. This is the matter of instructional costs for veterans. Right at this time, when many of us are busy discussing instructional costs with the Veterans Administration, the urgent need for cost studies in local institutions, and in state and regional associations is made quite evident. It shall be the purpose of your Administrative Problems Committee to give every possible stimulus to these local, state, and regional studies. Other matters on which we hope to stimulate study through state and local associations include interlocking college calendars and problems involved in the transfer accreditation of terminal curricula.

A final problem which appears to us to be primarily of an administrative character is that of publicity and public relations. The need for the proper interpretation of the junior college program to the people of America has never been more urgent than in this first postwar year. An interesting and worthwhile study has just been completed on the value of promotional activities by the privately controlled junior colleges, a copy of which you have probably seen at this convention. There is need to expand this study to include the publicly controlled junior colleges as well. It is felt that all of us need to become more keenly aware of the necessity for and the values resulting from a proper interpretation of our educational services to the American people.

You have already seen demonstrated during this convention the interest of our American press in what we pro-

pose to do to meet our obligations in veterans' education. Most of you have very kindly given us some interesting information about how you are meeting and will continue to meet your obligation in this respect. Results of the tabulation of this rather amazing information will be ready for release sometime tomorrow.

It is our opinion that the American people mean for our returning veterans to have more than just an ordinary 1940 model education. For one thing, these returning veterans are not just ordinary students. Many of them are mature beyond their years. Many are disillusioned and hurt pretty deeply inside. Many are groping and uncertain about their future and about many things. They need the calm assurance of those who have gone through similar crises and have yet learned to live fully and happily. They need—and the American people want them to have—every advantage of the latest procedures in guidance and counselling; they need—and the American people want them to have—every ounce of energy, enthusiasm, and ability which our faculties and administrators can give them; every housing facility which we can make available. They will neither want nor need anybody's coddling, but they will need every chance we can give them to help themselves. This, in a word, is the Number One administrative problem of the junior colleges of America for 1946. Let's tell the American people what we propose to do about it, and do it!

The junior colleges of America have a great opportunity in the next decade to help in lifting both the intellectual level and the productive capacity of this nation far beyond anything which we have heretofore conceived. Let us not muff this opportunity.

Committee on Curriculum

LELAND L. MEDSKER

AT THE FIRST meeting of the Curriculum Committee, on January 16, the first step was to review the scope of possible activities and to plan the beginning steps of the program. Naturally, it is too early to announce specific plans, for many such plans will have to be made after certain initial steps are taken. The scope of the problem is almost overwhelming, due to the varied areas which make up the curriculum and also to the realization that curriculum making is never static and is, to a certain degree, subjective.

The first step taken by the committee was to outline the major areas, both directly and indirectly related to curriculum, in which there are problems that are likely to need study. After much discussion, the following eight areas were agreed upon.

1. *General education for all.* Recent trends in education indicate that the matter of determining content and techniques for administering a program of general education to meet the needs of *all* students is a very important function, and that it hits squarely at the junior college level. It is felt that this area is perhaps more in need of experimentation and study than many of the others.

2. *Pre-professional education.* Although this area is quite clearly determined by the restrictions of the professional schools, it does create problems for the junior college. For example, meeting transfer requirements of a number of different institutions is one which many junior colleges encounter.

3. *Terminal occupational training.* Although the study on terminal education just completed by the Association has been in-

valuable in crystallizing opinions and practices in this area, there is still much that needs to be done. The study has dealt mostly with techniques. It is probable that much further study needs to be given to experimentation with respect to specific kinds of terminal programs in such subject fields as finance, home making, agriculture, and industry.

4. *Adult and extended day programs.* With the growing emphasis on the junior college as a community institution, and with the increasing recognition of adult education, it is imperative that junior colleges consider the problem of curriculum in the extended day and adult education programs. It is the Committee's belief that this area is in need of much research and experimentation.

5. *Improvement of instruction.* The problems involved here seem to be those relating to the use of visual aids, the pattern of class organization, the adequacy of textbooks for junior colleges, the problems of cooperative training programs with industry, and the use of teachers as consultants in various specific fields.

6. *Evaluation of curriculum offerings.* A great deal of experimentation has been carried on in connection with evaluating general education programs. Many of the different studies can probably be summarized to advantage, but other studies may be needed. Also, the best means of evaluating terminal occupational curricula is one which needs to be studied.

7. *Extra class or co-curricular programs.* Attention is being given to the thought that extra curricular activities may go a long way toward fulfilling the objectives of general education as well as occupational training. This seems to be an area in which adequate study has not been made and which needs more exploration.

8. *Accrediting of separate curricula.* This area is included because of the fact that the special committee to study accrediting of separate curricula was made a sub-committee of the Curriculum Committee. As problems arise in the future, the Curriculum Committee may again be concerned.

In listing the foregoing areas, the Curriculum Committee does not want to be in the position of getting the cart before the horse, nor does it want to assume that it knows exactly what is most in need of study. Instead, it is the plan of the committee to give the

THE COMMITTEE ON CURRICULUM is composed of Leland L. Medsker, Chicago Board of Education, Ill. (chairman); John W. Harbeson, Pasadena Junior College, Calif.; B. Lamar Johnson, Stephens College, Mo.; Henry W. Littlefield, Junior College of Connecticut; and J. W. Reynolds, University of Georgia.

members of the Association an opportunity to indicate what curriculum problems seem most in need of study. Accordingly, the committee will submit to the Association within a short time, through a schedule sent from Dr. Koos' office, an opportunity to indicate their judgment on the matter. The questions to be included in the schedule are centered around the foregoing eight areas, although members may add to the list.

As soon as results of our survey are tabulated, we shall determine our next steps. Meantime, we are proceeding on one project which may be of interest to many of you. The growing emphasis on extended day and adult education has become the concern of many junior colleges. It is our feeling that a summary of what some junior colleges with outstanding programs in this area are doing would be of interest and help to administrators. Such a survey would include a digest of various kinds and types of courses being offered in such

programs, the techniques of organizing the curriculum, and other major points of information. We hope to be able to furnish you with such a summary by late spring.

As to the overall scope of our activities, we hope to work in three ways:

1. We hope to be able to do some original research in the field of curriculum. By using the University of Chicago and other university facilities, we feel that some problems can become topics of real investigation.

2. We plan to act in a service capacity to the Association by summarizing current curriculum practices and offerings and keeping the Association and others frequently informed about what junior colleges over the country are doing in matters of curriculum.

3. We hope to encourage experimentation on curriculum problems among junior colleges. In other words, we may come to some of you soliciting your help in exploring and trying out courses or techniques.

In brief, we are all in this curriculum problem together—our committee simply trying to serve as *your* agency in coordinating research on curriculum. We will be studying—but so will you, we hope!



Committee on Junior College Teacher Preparation

DAVID B. PUGH

THE WORK of our committee is a logical outgrowth of the activities of the original Committee on Preparation of Junior College Instructors of the American Association of Junior Colleges, which was appointed at the Chicago Convention of the Association in 1941. That committee first pre-

pared a report on the status of the preparation of instructors then at work in the junior colleges of the United States. This report appeared in the *Junior College Journal* in May 1943.

The second part of the program of this committee was in the preparation of a report on the weaknesses in the preparation of junior college instructors as indicated by the administrative staffs of the junior colleges in a sampling of all colleges of the country. This report was published in the May 1944 issue of the *Junior College Journal*.

THE TEACHER PREPARATION COMMITTEE is composed of David B. Pugh, Pennsylvania State College Undergraduate Centers, *chairman*; J. B. Davis, Itasca Junior College, Minn.; Roy Morgan, New Haven YMCA Junior College, Conn.; T. D. Schindler, Lower Columbia Junior College, Wash.; and J. B. Young, Jones County Junior College, Miss.

The committee had decided that the third part of its job would be the preparation of suggestions and recommendations covering the subject of teacher preparation in the junior college field. Before this was done, however, arrangements were made for a conference of the committee with representatives of a number of the leading graduate schools, sponsored and financed by the American Council on Education.

This conference, held in Washington April 23-24, 1945, was attended by representatives of such leading schools as Teachers College of Columbia University, Yale, Harvard, Chicago, Minnesota, George Peabody Teachers College, Texas, and California. The American Association of Junior Colleges was represented by its committee on Teacher preparation and other representatives. The American Council on Education was represented by George F. Zook, A. J. Brumbaugh, and Donald J. Shank. This conference provided a set of recommendations looking toward the future and providing for a means of carrying the recommendations into effect.

The present Committee on Junior College Teacher Preparation was appointed by the American Association of Junior Colleges in July 1945 at a meeting in Chicago. It has studied the earlier work of the original committee and the results of the Washington conference. The Association committee now presents as the first part of its study a set of five recommendations for the immediate consideration of the officers and members of the Association.

Recommendations

(1) We recommend that each regional association establish its own Committee on Preparation of Instructors to work with the national committee on the following program (It is

suggested that a region having a representative on the national committee name that individual as our member on the regional committee):

(a) Sponsor the organization of in-service training institutes on a regional or state basis, to be held during the summer of 1946

(b) Secure the cooperation of graduate schools of education in the setting up of these in-service training institutes

(c) Cooperate with graduate schools of education in the development of a teacher training program for junior college instructors as set forth in the recommendations of the Washington conference

(d) Foster studies in each state on this problem and submit such reports to the national committee.

(2) We recommend that the American Association of Junior Colleges recommend to the American Council on Education appointment of a continuing committee to devise ways and means of carrying into effect the recommendations of the Washington conference. We concur with the recommendation of the Chicago committee conference of July 1945 that the Committee on Teacher Preparation be represented on that continuing committee.

(3) We recommend that the Association urge the early publication by the American Council on Education of the report on the Washington conference so that graduate schools of education may be encouraged to set up programs.

(4) We recommend that the Association sponsor the publication of a pamphlet to stimulate the recruitment of outstanding talent for the junior colleges, suitable for distribution to graduate schools in leading colleges and universities, and for use in counseling undergraduates.

(5) We recommend that if the American Association of Junior Colleges plans to promote any broad program of public relations the agenda stress the need for developing publicity that will encourage able students to enter the junior college teaching field.

Committee on Student Personnel Problems

JOHN L. LOUNSBURY

IT IS THE responsibility of student personnel service in the junior college to direct and stimulate each student in the acquisition of a basic general education and the achievement of satisfactory progress in the area of his special interests and ability. Such service must be flexible and comprehensive enough to aid any individuals who desire additional training.

Personnel Service Functions

In a society of widely differing individuals and sharply specialized functions, optimal progress demands that each person acquire basic knowledge, attitudes and ideals requisite to good citizenship and that he find and adjust himself to suitable work in order that society may make full use of his abilities. This process requires three functions of student personnel work. These are: (1) Directing students into study programs and future activities in line with their interests and abilities; (2) helping students adjust to the opportunities and demands of the college; and (3) insuring the optimal adaptation of the college program to the varying needs of students. These three functions operate at all times. The directive phase includes educational and vocational selection and planning, and transfer to the next destination of work or further study. The adjustive phase includes physical and mental hygiene,

program making and changing, utilization of student activity resources, and the acquisition of self control through the power of knowledge and the discipline of study. The adaptive phase includes individual and group appraisal, curriculum construction and revision, variation in teaching method, and placement and follow-up of transfers to employment and further study.

Personnel Procedures

In effecting their functions, junior college personnel services must:

1. Provide such informative and self-directive services to high-school pupils as will stimulate a well-considered choice of educational and vocational goals. Prematriculation guidance and counselling is essential to meet the needs of individuals and of society.

2. Provide entering students with appraisal services that help to identify interest-ability patterns and that bring these identified abilities and interests to bear on student choices, college curricula, and instructional methods.

3. Gather and furnish to students, parents, and teachers accurate data on the immediate employment needs and discernible occupational trends.

4. Provide individual counseling services for helping students plan study programs, select occupational fields, utilize campus social experiences in strengthening personal qualities, and develop habits of rational methods of solving and adjusting problems. Effective student personnel service promotes intelligent self direction and reduces the necessity of traditional authoritarian controls.

5. Provide supervised work experience coordinated with school training for students entering employment in jobs demanding experience prior to full employment.

6. Maintain an effective placement service for part-time employment of enrolled students, and full-time employment of graduates and dropouts.

7. Maintain an effective follow-up of former students in their early jobs or further educational programs in order to help them make optimal adjustments and to discover information essential in the education and training of future students.

8. Conduct such continuous institutional re-

THE COMMITTEE ON STUDENT PERSONNEL PROBLEMS is composed of John Lounsbury, San Bernardino Valley Junior College, Calif., *chairman*; Dorothy Bell, Bradford Junior College, Mass.; William A. Black, State Department of Education, Wash.; Max D. Engelhardt, Chicago City Junior College, Ill.; fifth member to be chosen.

search as will provide objective data for the evaluation and improvement of the student personnel program.

It is the purpose of the Committee on Student Personnel Problems to conduct research projects to assist junior colleges in performing their functions in each of these eight areas.

Organization for Personnel Services

The basic requirement for the optimal development of personnel services is active agreement of the college staff on the importance of the individual student. This student-centered attitude must recognize that student personnel activities are the joint responsibility of teachers and administrators, of vocational and academic departments, of junior colleges and high schools. Good

student personnel service therefore demands provision of wide opportunities for contact by students with all members of the staff.

No single plan for organizing student personnel services into an effective pattern will fit all institutions. There must be such centralization of authority and responsibility as will give leadership and coordination. There must be a satisfactory arrangement of offices and records. There must be adequate provision for informational and appraisal materials. Above all, a college official, with specialized training and experience, must have the will and be given the freedom to develop with the staff a program that makes full use of student personnel data in the total operation of the college.



Final Report on Terminal Education Study

DOAK S. CAMPBELL, *Chairman*

THE COMMISSION on Terminal Education had its inception at the annual meeting of the American Association of Junior Colleges in Grand Rapids, Michigan, in 1939. At that meeting the Executive Committee of the Association was authorized to create a Policy Committee for the purpose of determining possible studies in the junior college field that required special study. This committee was empowered to seek the aid of certain foundations in financing such studies, and to provide the necessary organization.

The Policy Committee met in Atlantic City, September 1, 1939. After extensive conference with individuals representing other educational organizations and agencies, terminal education at the junior college level was selected as a proper area for study. Plans were agreed upon for an exploratory one-year study, to begin on January 1, 1940. The membership of the Policy Committee was enlarged and it was specifically designated as the Commission on Terminal Education. An Administrative Committee was named and given responsibility for carrying out details of the work of the Commission.

The General Education Board made a grant to the Association for the initial exploratory study. Dr. Walter C. Eells, the executive secretary of the Association, was named director of the study, which was a general survey of terminal education. The results were reported in full to the Association.

In July 1940, plans for possible further studies were developed by the Administrative Committee. These plans included more intensive study of certain specific problems in selected junior colleges. The plan also included a

number of conferences and workshops as a means of disseminating information concerning terminal education and of implementing programs of action among junior colleges. The plans were approved by the Commission, and the Administrative Committee was assigned responsibility for carrying the project to completion.

The General Education Board made grants to the selected institutions for specific studies, and to the Administrative Committee for implementation. These grants covered a period of three years. However, due to war conditions, extensions have been generously granted.

Reports of progress have been made to the Association and to its Executive Committee from time to time. A comprehensive report was made at the annual meeting of the Association in Cincinnati, January 12, 1944. A further report appears in the September 1945 issue of the *Junior College Journal*.

The final report of the Commission is now in press at Harper Brothers, and will be off the press about July 1, 1946. With its publication the work of the original Commission on Terminal Education will be completed.

On behalf of the members of the Commission, I express sincere appreciation to all who have cooperated in carrying forward the various enterprises undertaken by the Commission. To the General Education Board we are indebted for generous financial grants and helpful counsel.

As chairman, I wish to record this word of appreciation to the members of the Administrative Committee who have given so generously of their time and energies to the work.

Report of the Finance Committee

TO THE MEMBERS of the Executive Committee and of the American Association of Junior Colleges:

Once again, as will be seen from the treasurer's report, the Association closes its books with a surplus. During the past three years the Association has accomplished the objective which we set ourselves. We have paid off an indebtedness of \$2,500, carried on the work of the Association with renewed vigor, published a *Wartime Newsletter* which has been of great value to many of our members, earned for the junior college movement an assured professional status, defrayed part of the travel expenses of committee members and of the president, enabled the Association to get a program of expansion under way, and built up a reserve fund of \$3,800 to protect us against any sudden emergency.

The present financial policies of the Association have proven to be sound. They are based on the age-old policies of sound personal finance, namely, to live within one's income and to lay by something each year against an unforeseen emergency. The Finance Committee recommends that these policies be continued.

THE FINANCE COMMITTEE is composed of Theodore H. Wilson, University of Baltimore Junior College, Md., *chairman*; David B. Pugh, Pennsylvania State College; and Rosco D. Ingalls, East Los Angeles Junior College, Calif. Because Dr. Wilson was unavoidably prevented from attending the annual meeting, Dr. Pugh served as acting chairman of the committee at Chicago, and presented the Finance Committee's report to the membership. Chairman Wilson's pre-convention draft of the report, however, formed the major basis for the final committee report developed by Dr. Pugh and Dr. Ingalls at Chicago and reproduced here.

In order to continue these policies the Association must make some very important decisions. It must decide, first, whether it will maintain national headquarters at the National Capital. It must decide, second, whether it will employ a full-time executive secretary. It must decide, third, whether it will defray all or part of the travel and hotel expenses of its president, its executive secretary, its board of directors, and its committees. It must decide, fourth, whether it will transfer its research activities and the *Junior College Journal* from the national headquarters to one university after another on a two- or three-year rotation basis. It must decide, fifth, whether to do all this at once. And it must decide, sixth, whether it will increase its membership dues from \$30 a year to \$40 a year and accomplish part of the above program; or from \$30 a year to \$50 a year and accomplish most of the above program; or whether it will have the dues at \$30 a year and not attempt to expand its activities materially at the present time.

Let us examine several of these six points more closely.

Shall the Association maintain national headquarters at the National Capital? It is generally agreed that the Junior College Association has benefited greatly by having national headquarters and by having them at the National Capital. The National Capital is the headquarters for all Federal educational agencies and of more public and private educational organizations with which the American Association of Junior Colleges needs to keep in close contact than any other city. The Finance Committee believes that the

money spent on national headquarters at the National Capital is well spent. It therefore recommends that the Association continue national headquarters in Washington.

Shall the Association employ a full-time executive secretary? We are exceedingly fortunate in having an acting executive secretary who could take over the duties without undue handicap because she was thoroughly conversant with the routine of the national office; she understood the financial operations and was in sympathy with the financial policies of the Association; she understood, was interested in, and had a flair for editing the *Journal* and the *Newsletter*; she was acquainted with and enjoyed the confidence of many educational leaders at Washington; and she was imbued with a desire to help the Association carry on successfully during the time it was without an executive secretary. Mrs. Long has won the respect and admiration of all who have had occasion to work closely with her. Mrs. Long, however, has had no expectation of becoming the executive secretary. While her husband is still with the Armed Forces she is quite content to carry a heavier load of responsibility than she carried before her husband entered the services. When he returns home and becomes re-established in civilian life Mrs. Long will desire to be relieved of some of the load, if not all, that she is now carrying.

As a matter of self-preservation the Association should, as soon as possible, place some one in the national office who will be able to become thoroughly acquainted with the innumerable details of the office while Mrs. Long is still available to initiate him into the varied routines of the office and to help him become oriented in Association affairs.

The Association cannot be as vigorous, as effective, or as professional without a full-time executive secretary as it can be with one. One reason for the recognition accorded the Association by other educational organizations and by the Federal agencies during the past half dozen years is the fact that the Association had as its full-time executive secretary a man who had already attained high professional standing, a man who was indefatigable in his devotion to the junior college movement, a man who displayed dogged persistence in the face of numerous obstacles. The Association is and always will be deeply indebted to Dr. Eells, its first full-time executive secretary.

The Association needs as its second full-time executive secretary a man who has demonstrated his leadership in the educational field; one who has the confidence and the respect of his professional associates; one who can mingle on an equality with the leaders of other educational organizations and agencies; one who recognizes and will work for the interests of both public and private institutions, of all types and sizes of institutions, and of institutions in all sections of the country; one who will tactfully advise with the officers, the directors, and the committees of the Association, giving them the benefit of his professional knowledge and experience, but one who will cheerfully administer the affairs of the Association in accordance with the policies determined by the members and the directors; one who will look upon his position as a challenge to render an outstanding professional service.

A man of this type will merit and demand a salary somewhat comparable to that received by other educational executives in the National Capital. In all probability the Association should

count on paying him at least \$7,500 plus expenses for essential travel on Association business. The Association may need to pay its share of his premium for retirement insurance also. The right man will be worth that amount of money to the Association. If the Association decides to employ a full-time executive secretary the Finance Committee recommends that the Association be prepared to pay him up to approximately \$7,500 to \$8,000.

Shall the Association defray all or part of the travel and hotel expenses of its president, its executive secretary, its

board of directors, and its committees? It goes without saying that when the Association asks its employees to travel on Association business the Association should defray all essential expenses for such travel. The executive secretary's essential expenses should, therefore, be met by the Association.

Your Finance Committee has had all of these considerations in mind as it formulated its recommendations concerning the Association's budget for 1946. We now present the following budget for your consideration and action.

BUDGET FOR 1946

Cash and Income

Association

Cash on hand December 31, 1945	\$ 4,173.84
Membership dues (@ \$50.00) . . .	23,400.00
Junior College Journal	3,550.00
Accounting Manual	300.00
Other publications	1,200.00
Annual meeting	300.00
Miscellaneous	25.00
	<u>\$32,948.84</u>

From the University of Chicago

Part time of major staff member . .	\$ 2,677.78
½ time of secretary	900.00
Editorial assistance	1,600.00
Space for project	250.00
Office equipment	500.00
	<u>\$ 5,927.78</u>
Total	<u>\$38,876.62</u>

Expenditures and Reserve

Association

Executive Secretary—Salary, travel, etc.	\$ 7,416.84
Other salaries in Washington office	7,700.00
Office expense	2,750.00
Junior College Journal	4,682.00
Other publications	650.00
Annual meeting	300.00
Travel—President & Executive Committee	1,000.00
Fund—Legislative Committee . . .	750.00
Travel—5 Research Committees . .	3,000.00
Research assistance on Association work (Chicago)	800.00
Postage and stationery for editing Journal (Chicago)	150.00
Other expenses for editing and research (Chicago)	300.00
Miscellaneous	450.00
To reserve fund (from Cash on Hand Dec. 31, 1945)	3,000.00
	<u>\$32,948.84</u>

From the University of Chicago

Part time of major staff member	\$ 2,677.78
½ time of secretary	900.00
Editorial assistance	1,600.00
Space for project	250.00
Office equipment	500.00
	<u>\$ 5,927.78</u>
Total	<u>\$38,876.62</u>

The New Constitution

JAMES L. BECK

THE CONSTITUTION Committee wishes to express its appreciation to the membership of the Association for their suggestions and cooperation, for with your help we have been able to draft this Constitution.

So far as can be learned, the constitution which this one is designed to replace is the only one that the Association has ever officially adopted. The records do not show that a committee was appointed to draft it. There is no official record naming those who did the work, the Executive Committee being the sponsors. Mrs. Long, our acting executive secretary, informs me that Dr. Eells, who was then executive secretary of the Association, Dr. Ricciardi, who was president, and Mr. Archie Cloud, president of San Francisco Junior College, drafted the document. It was then submitted to the Executive Committee, which approved it. Probably with some modification, the Executive Committee submitted it to the membership at the annual meeting at Grand Rapids, Michigan, March 4, 1939, where it was adopted. In 1940,

when the Association met at Columbia, Missouri, five amendments were submitted and adopted. These are listed on page 280 of the January 1940 issue of the *Junior College Journal*.

Changing conditions, wartime pressure and growth of the Association made a revision of this constitution a necessity. For this purpose Mr. Richard P. Saunders, president of the New London Junior College, was made chairman of a committee. After he and his committee drafted a constitution that seemed flexible and adaptable to the needs of the Association at the time, emergency situations arose out of the war, creating problems that could not have been foreseen by the committee. Further complications arose when President Saunders was called into the armed forces. The present committee of twelve members, from ten different states, was then appointed.

At its first meeting in Chicago, July 24-26, 1945, a general policy was formulated to make the new constitution as democratic and flexible as possible. With these ideas in mind the committee proceeded to develop and draft the new constitution with the basic principles, cared for in the main articles, and those of lesser importance included in the by-laws, where they may be more readily changed as the need arises.

If there is any point upon which the members of this Association should agree, it is a constitution, for that is the one thing by which we are to be guided and governed. We here today in attendance at this, the 26th Annual Meeting of this Association, drafting a constitution into its final form, should remember that it must not be a document

THE COMMITTEE ON REVISION OF THE CONSTITUTION which drafted the new Constitution of the Association, presented herewith, was composed of James L. Beck, Thornton Junior College, Ill., *chairman*; Curtis Bishop, Averett College, Va.; Jesse P. Bogue, Green Mountain Junior College, Vermont; A. G. Breidenstine, Hershey Junior College, Pa.; C. C. Colvert, University of Texas; E. L. Harvin, Corpus Christi Junior College, Texas; Frank A. Jensen, LaSalle-Peru-Oglesby Junior College, Ill.; Anne D. McLaughlin, Georgetown Visitation Junior College, D. C.; George A. Odgers, Linfield College, Oregon; Nicholas Ricciardi, Sacramento College, California; Richard P. Saunders, Calif.; and Wesley A. Wiksell, Stephens College, Mo.

designed to guard or protect any one group, but it must govern all groups in the American Association of Junior Colleges. It is believed that this constitution which has been presented to you is more liberal in many ways than its predecessor. We feel it includes every idea necessary for the success of the Association and that it will prove adaptable to the inevitably changing conditions of the passing years. Several innovations have been made in the revision, all of which each of you will have an opportunity to discuss today.

In attempting to make a constitution that it adaptable to all of the Association's needs, this committee has not relied upon theory, but has based its opinions and decisions upon practical experiences of the past in this organization. Each member has undertaken his task with a deep sense of responsibility and no one can properly estimate the time and effort spent by members of the old and present committee. It is hoped that, with minor changes, the new constitution will meet with the approval of all concerned.

American Association of Junior Colleges CONSTITUTION

Adopted at Chicago, Illinois,
January 18, 1946

ARTICLE I—NAME

The name of this organization shall be the "American Association of Junior Colleges."

ARTICLE II—PURPOSES

The purposes of this organization shall be to stimulate the professional development of its members and to promote the growth of the junior colleges.

ARTICLE III—MEMBERSHIP

Section 1.—The membership of this organization shall consist of five classes: Active institutional, provisional institutional, individual, organizational sustaining, and honorary. Membership shall be open to qualified institutions or individuals. All members shall be approved by the Board of Directors.

Section 2.—*Active Institutional Members.* Active institutional membership is open to regularly organized junior colleges which are accredited by or have received equivalent recognition from a regional association of colleges and secondary schools, or from their state university, state department of education or other recognized state accrediting agencies; and to separately organized units of similarly accredited four-year colleges and universities which offer junior college programs. Active institutional members are entitled to one vote. The Board of Directors shall have sole responsibility for determining whether the accreditation of a petitioning school may be accepted as equivalent recognition even though the institution may not carry the name "junior college."

Section 3.—*Provisional Institutional Members.* Provisional institutional membership is a form of membership designed especially for newly organized junior colleges and for other junior colleges which have not yet been able to secure the necessary accreditation or equivalent recognition to qualify them for active institutional membership. Any junior college eligible for active membership may not be admitted to provisional membership.

The representative of a provisional institutional member may attend the meetings of the Association but he shall not vote nor hold office in the Association.

Provisional institutional members

are listed as such members in the annual "Directory of Junior Colleges" published by the Association. Such a member shall not use the phrase "Member of the American Association of Junior Colleges" in its catalogue, or other announcements, but may use the phrase "Provisional Institutional Member of the American Association of Junior Colleges" in such publications.

Section 4.—*Sustaining Members.* Any organization or individual interested in the junior college movement may become a sustaining member. Junior colleges are not eligible for this type of membership. Sustaining members shall not vote or hold elective office.

Section 5.—*Honorary Members.* Individuals who have performed outstanding service to the junior college movement, upon nomination of the Board of Directors, may be elected honorary members of the Association.

ARTICLE IV—OFFICERS

Section 1.—The elected officers shall be the President, the Vice-President, and the Directors.

Section 2.—The Executive Secretary shall be an appointive officer.

Section 3.—The Board of Directors shall consist of the President, the Vice-President, the immediate past president, and one Director from each of the six regional areas: New England, Middle States, Southern, North Central, Pacific Northwest, and Pacific Southwest.

ARTICLE V—ELECTIONS

Section 1.—The President and the Vice-President shall be elected annually by a majority vote.

Section 2.—Two Directors representing regional areas shall be elected

each year to serve for terms of three years each.

Section 3.—The President, the Vice-President, and the Directors shall be elected by a majority vote of the active members present at the annual meeting except when an emergency makes it impossible to hold the annual meeting, in which case all officers shall be elected by a majority of the active members voting by mail ballot, such election to be conducted through the office of the Executive Secretary on or before the date on which the meeting would normally have been held or as soon thereafter as possible.

Section 4.—The Executive Secretary shall be appointed by the Board of Directors.

Section 5.—When vacancies occur on the Board of Directors between elections they shall appoint a new director from the region in which the vacancy occurs, except in case of the death, incapacity, or resignation of the President, in which case the Vice-President shall serve as President.

Section 6.—No elected officer shall succeed himself immediately.

ARTICLE VI—DUTIES OF OFFICERS

Section 1.—The President and Vice-President shall perform the duties pertaining to their offices.

Section 2.—Except as directed by the annual meeting and subject to the Constitution and By-Laws, the Board of Directors shall have power to manage, operate, and direct the affairs of the Association. The actions of the Board of Directors shall be reported to and subject to review by the Association in annual meeting.

Section 3.—The Executive Secretary shall be the executive officer of the Association.

ARTICLE VII—QUORUM

Section 1.—The representatives of at least ten per cent (10%) of the active membership shall constitute a quorum for the transaction of business after all members have been duly notified of such meeting.

Section 2.—A majority of members of the Board of Directors shall constitute a quorum for the transaction of business.

ARTICLE VIII—GENERAL GUIDE

Section 1.—The Association shall be guided by Roberts' *Rules of Order* in all points not expressly provided for in this Constitution.

ARTICLE IX—BY-LAWS

Section 1.—The Association may enact by-laws for its own government, not inconsistent with the provisions hereof.

ARTICLE X—AMENDMENTS

Section 1.—This Constitution may be amended at an annual meeting of the Association by a two-thirds vote of the membership present, provided that the proposed amendment has been submitted in writing to the Executive Secretary and by him submitted to all members of the Association in printed or mimeographed form at least thirty (30) days prior to the date of the annual meeting.

BY-LAWS

I.—*Membership.* No junior college shall hold provisional membership in this association for more than five years. At the end of that time it shall qualify for active membership or be dropped.

II.—*Bonding of Employees.* The Executive Secretary and all employees in his office who handle any part of the funds of the Association shall be

bonded, the amount of the bonds to be determined by the Board of Directors and paid for by the Association.

III.—*Vacancies.* Whenever an elected officer ceases to be a full-time employee of a junior college, his office shall become vacant at the discretion of the Board of Directors.

IV.—*Nominations.* Nominations for the offices of the President, the Vice-President, and the two Directors to be selected annually, shall be submitted by a committee on nominations appointed by the President. Additional nominations may be made from the floor.

V.—*Committees.* Committees may be created by a vote of the Association or of the Board of Directors. Unless otherwise voted by the Association, all committees shall be appointed by the President.

VI.—*Dues.* 1. Dues of active members shall be fifty dollars (\$50.00) a year.

2. Dues of provisional members shall be fifty dollars (\$50.00) a year.

3. Dues of individual members shall be five dollars (\$5.00) a year. An individual member who wishes to be classed as a sustaining member shall pay dues of fifty dollars (\$50.00) a year.

4. Dues of organizational sustaining members shall be fifty dollars (\$50.00) a year. Sustaining members may pay more dues if they so desire.

5. Honorary members shall pay no dues.

VII.—*Membership Lists and Payment of Dues*

1. Names of all institutional members shall be published annually in the *Junior College Journal*.

2. Statements for dues for the

current year shall be sent to all members during the month of January, and if necessary at such later dates as the Executive Secretary may determine.

3. Any members whose dues are unpaid for the preceding year, after due warning, shall be dropped from the membership list.

VIII.—*Fiscal Policy.* In the management of the finances of the Association, the Board of Directors shall be guided by the following principles:

1. To estimate income conservatively and expenditures liberally;

2. To permit no expenditures for any item in excess of the officially approved budget without the authorization of the Board of Directors;

3. To operate within the income of the Association;

4. To reserve dues paid in advance for use during the year for which they were paid; and

5. To have an annual audit by a certified public accountant, selected by the Board of Directors.

IX.—*Publications*

1. The Association shall pub-

lish the *Junior College Journal*, a *Junior College Directory*, and such other regular or special publications as may be approved by the Board of Directors.

2. One copy of each issue of the *Junior College Journal* and of the *Junior College Directory* shall be sent, without cost, to each member of the Association.

3. There shall be an Editorial Board of the *Junior College Journal* consisting of six members representing the six regional areas, and appointed by the Board of Directors for a three year term. Two members of the first board shall be appointed for one year, two for two years, and two for three years.

X.—*Amendments.* These By-Laws may be amended at any business session of an annual meeting of the Association by a majority vote, provided that the proposed amendment has been submitted in writing to the Executive Secretary and by him submitted to all members of the Association in printed or mimeographed form at least thirty (30) days prior to the date of the annual meeting.



Report of the Resolutions Committee

RESOLVED:

No. 1.—In keeping with the usual custom, at the close of this—one of the most momentous meetings in the history of the American Association of Junior Colleges—we wish to express our thanks as follows:

To Mr. Leland L. Medsker and the local Committee on Arrangements for their fine work which has shown up so vividly in the gracious hospitality which all of us at the convention have enjoyed;

To the North Park Junior College and Wright Junior College musical organizations for their delightful contribution to our entertainment program;

To the University of Chicago for its generous contribution to our work and its whole-hearted cooperation in our mutual endeavors;

To the Edgewater Beach Hotel for the friendly stay we have enjoyed here;

To Mrs. Winifred R. Long, our able Acting Executive Secretary, for her efficient, courteous, and cooperative attitude which has served to make the rigors of a convention seem so pleasant;

To Dr. Theodore H. Wilson, Convention Secretary, who, although unable to attend this meeting, worked indefatigably in its planning and organization; and

To Dr. Lawrence L. Bethel, retiring President, whose energetic efforts during this past critical year have done so much to weld our Association into a strong, well-knit organization.

No. 2.—That because of the initial drift of returning veterans to the large institutions of learning, whatever the cause, and the inability of such institutions to absorb them because of over-

taxed capacities and inadequate housing, plans should be devised at once for requesting all over-crowded institutions to make specific referrals of all veterans who are seeking education at the freshman and sophomore levels to junior colleges and four-year colleges which are equipped to offer satisfactory programs. If there is one problem common to all veterans it is that they need counselling—and want it. Specific recommendations by those institutions which are unable to accept them regarding desirable and accredited programs in the smaller institutions which are prepared to accept them will do much to allay the fears of veterans that the doors of educational opportunity have been closed to them when they are denied admission to the institutions of their first choice.

No. 3.—That during the present period of ever-expanding enrollments, it is a responsibility of every educational institution in the United States, regardless of type, to keep faith with the Federal government in its liberal provisions for veterans' education, and with all students, and provide the necessary safeguards in the form of expanded facilities and competent instructional service in order to protect the quality of education. The mistakes of 1919 must not be repeated. Ever-increasing enrollments without corresponding increases in capacity to absorb them on a quality basis is no solution to its problem of veterans' education. The veterans must not be sold short.

No. 4.—That, being convinced of the merit of the Constitution of the United Nations Educational Scientific and Cultural Organization, approved in Lon-

don by representatives of the United States and other countries on November 16, 1945, we urge that the Congress of the United States approve such constitution as provided in the Joint Resolution now before the Congress.

No. 5.—That the American Association of Junior Colleges petition the American Council on Education and other interested groups to embark upon a joint program to develop suitable curricula for the training of junior college instructors.

No. 6.—That, in view of the present widespread discussion of universal military training we urge that a far more careful study be made of the plan in all of its implications as a measure of national defense and world peace and more especially so when we consider the ever changing methods of highly technical warfare and the advent of atomic energy.

No. 7.—That, as we start a new era in the American Association of Junior Colleges, it is important that we give due recognition to the strides made under the guidance of Dr. Walter C. Eells. We resolve, therefore, that the convention secretary write a letter of appreciation to Dr. Eells, and that the Board of Directors give due consideration to his election as an honorary member of the Association.

No. 8.—Finally, we desire to voice what we believe is the deep satisfaction of all members of this Association for the unity, harmony, and enthusiastic spirit displayed in this convention.

Respectfully submitted,
 JESSE P. BOGUE, *Chairman*
 WILLIAM A. BLACK
 A. G. BREIDENSTINE
 FLOYD B. MOE
 ROY E. MORGAN

Advt.

"THERE IS A SPARKLE ABOUT THIS WORK.

Originally designed for college freshmen and ex-servicemen, it would be an invaluable addition to any English composition program."

Junior College Journal, March, 1946

"This excellent volume . . . talks the language of young people; isn't afraid of humor, and distills the result of the latest and best scholarship."

Word Study, Feb., 1946

"A textbook by a teacher who understands the minds and habits of her students. . . . It uses the historical approach to a living, changing language; exercises based on problems, not lessons; reasonable discussion answering the question, 'why?' and actual student writing."

College English, Jan., 1946

REFRESHER IN COLLEGE COMPOSITION, by MABEL E. STRONG, *University of Nebraska*. 261 pp., \$2.25. Longmans, Green & Co., New York

Report of Convention Secretary

HENRY W. LITTLEFIELD

THE 26TH ANNUAL Convention was a working conference with each of the various committees responsible for a session. As a result, official business was transacted at several of the sessions. The Convention Secretary has placed in the hands of the Acting Executive Secretary the written reports and speeches delivered at the Conference. The record of official business follows in the form of all motions made and seconded and acted upon by the Association.

Through the published reports and the official minutes, the Association has a record of what was said and done at Chicago. However, these material, impersonal presentations through our *Journal* can never reveal the spirit of this convention. If ever a group worked together harmoniously for the development of a strong organization, these men and women did. If ever a group was set upon determining its own future, these junior college representatives were. In the words of President Bethel, "We had grown up," but even more, we knew we had grown up.

RECORD OF MOTIONS MADE, SECONDED, AND ACTED ON AT ANNUAL MEETING

I. Nominating Committee

Announcement of appointment of Nominating Committee to include Roy Goddard, Rochester Junior College, *chairman*; Alan Wilson, Hillyer Junior College; Henry A. Dixon, Weber Junior College; Richard G. Cox, Gulf Park College; and Charles S. Morris, San Mateo Junior College.

II. Committee on Resolutions

Announcement of appointment of Committee on Resolutions to include Jesse Bogue, Green Mountain Junior College, *chairman*; William Black, Washington State Department of Education; A. G. Breidenstine, Hershey Junior College; and Roy Morgan, New Haven YMCA Junior College.

III. Accreditation

Moved, seconded, and voted that: The basic considerations as formulated by the Committee on Accreditation be referred to the Executive Committee for whatever action the Executive Committee may deem appropriate. Any action taken by the Executive Committee is to be referred back to the Association for action. (The second sentence was an amendment made by Elam of Tennessee which was passed.)

IV. Financial Report

A. Moved, seconded, and voted that: Association dues for institutional members be increased to \$50.00 annually.

B. Moved, seconded, and voted that: The budget be adopted.

V. Constitution and By-Laws

A. Moved, seconded, and voted that: This constitution shall become effective at the end of this (1946) annual meeting.

B. Moved, seconded, and voted that: Article VI of the By-Laws be referred to the Constitution Committee for revision.

C. Moved and seconded adoption of Constitution with following amendments:

1. Moved, seconded, and voted that: In Article VII, Section 1, after business, the words "After all members have been duly notified of such meeting" be inserted.

2. Moved, seconded, and voted (standing vote) that: The following sentence be added to Article III, Section III: "Any junior college eligible for active membership shall not be admitted to provisional membership."

3. Moved and seconded that: The 'the' in third line of Article II be omitted. Motion defeated.

4. Moved, seconded, and voted that: The constitution upon approval be referred to a Style Committee to frame it in the proper language.

5. Moved, seconded, and voted (standing vote) that: Whenever the term *associate* is used, the term *provisional* be substituted.

6. Moved, seconded, and voted (standing vote) that: In Article III, Section II, the following statement be added: "The Board of Directors shall have sole responsibility for determining whether the accreditation of a petitioning school may be accepted as equivalent recognition even though the institution may not carry the name 'junior college.'"

7. Moved, seconded, and voted that: The first sentence of Article III, Section I, read: "The membership of this organization shall consist of five classes: Active institutional, provisional institutional, individual, sustaining organizational, and honorary."

8. Moved, seconded, and voted that: Article III, Section V, be deleted. Also, By-Law VI, Section IV.

9. Moved and seconded that: Article IV, Section III, read: "The Board of Directors shall consist of the president, the vice-president, the immediate past president, and six directors." Motion defeated.

10. Moved, seconded, and voted that: Article V, Section V, read: "When vacancies occur on the Board of Directors between elections they should appoint a man from the region in which the vacancy occurs."

11. Moved, seconded, and voted that: The word *elected* be substituted for *elective* in Article V, Section VI.

The constitution was unanimously adopted with voted changes.

D. Moved and seconded adoption of By-Laws with following amendments:

1. Moved, seconded, and voted that: The word *provisional* be substituted in By-Laws for *associate*.

2. Moved, seconded, and voted that: The second sentence in By-Law IV read: "The president shall appoint a nominating committee and additional nominations may be made from the floor."

3. Moved, seconded, and voted that: The following be substituted for By-Law VI:

a. Dues of active members shall be fifty dollars (\$50.00) a year.

b. Dues of provisional members shall be fifty dollars (\$50.00) a year.

c. Dues of individual members shall be five dollars (\$5.00) a year. Dues of organizational sustaining members shall be fifty dollars (\$50.00) a year. Sustaining members may pay more dues if they so desire. Individual members who wish to be classed as sustaining members may pay dues of fifty dollars (\$50.00) a year.

d. Honorary members shall pay no dues.

By-Laws unanimously adopted with voted changes.

VI. Legislative Resolution

Moved, seconded, and voted that: The resolution presented to the Association by the Legislative Committee and as read by Dr. Bogue be adopted.

VII. Business Session

A. Moved and seconded the rejection of the proposed agreement between the National Education Association and the American Association of Junior Colleges.

B. Moved, seconded, and voted to table the motion.

C. Moved, seconded, and voted that: A resolution be passed and sent to N.E.A. showing interest of our Association in project and expressing appreciation for N.E.A. courtesy.

D. Moved, seconded, and voted that: Report of Resolutions Committee be adopted with the following amendments:

1. Moved, seconded, and voted that: A letter of appreciation be sent to Dr. Wilson.

2. Moved, seconded, and voted that: Appreciation for the work of President Bethel also be included in the report.

E. Moved, seconded, and voted that: Report of Nominating Committee be accepted.

Other Committee Reports and Group Meetings

ACCREDITATION COMMITTEE

(The following Basic Considerations for Accreditation of Junior Colleges were presented by the Committee on Accreditation at the annual meeting. They were an outgrowth of the replies to an inquiry which the committee had previously circulated to all junior colleges in the country. By action of the annual meeting, these Basic Considerations were referred to the Executive Committee for whatever action it might deem appropriate, with the provision that any action taken by the Executive Committee be referred back to the Association for action.)

It is desirable:

(1) To accept, as a primary consideration, that the purpose of accreditation "is not the standardization of institutions, but the development and recognition of colleges which can justify their reasons for existence and which, to a reasonable degree, accomplish their individual aims and objectives. Emphasis will be placed on how and how well a college performs its task of teaching, helps young people to adjust themselves to their world, and prepares them for more active participation and greater responsibilities in a democratic society." (Excerpt from Criteria for Evaluation of Junior College Members of the Northwest Association of Secondary and Higher Schools.)

(2) To recognize that accreditation affords an objective method of constructive self-criticism.

(3) To concede that an outside agency can make a more dispassionate evaluation of a junior college than can be made by the American Association of Junior Colleges.

(4) To have the American Association of Junior Colleges formulate fundamental principles which will serve as a basis of accreditation of such

character as to be acceptable to the membership and to outside accrediting agencies which may be called upon to accredit junior colleges.

(5) To have criteria and procedures for accreditation formulated in conferences sponsored jointly by the American Association of Junior Colleges and nationally recognized associations or agencies.

(6) To have accreditation procedures include visitation and inspection by qualified individuals who are *acceptable to the junior colleges applying for accreditation.*

(7) To have nationally recognized accrediting bodies such as the Engineers' Council for Professional Development evaluate curricula in terms of fundamental principles which are acceptable to the junior colleges.

NICHOLAS RICCIARDI, *Chairman*
Committee on Accreditation

EDITORIAL BOARD

The plans of the Association for streamlining and reorganizing have naturally affected the publication of the *Junior College Journal*. Under these new plans, arrangements for the next two years place the responsibility for editing the *Journal* with the University of Chicago, and Dr. Koos of that institution will serve as editor beginning with the September 1946 issue.

The University of Chicago was among the pioneers in the junior college field and has always lent its support to the development of junior colleges. Dr. Koos, who is retiring from the Department of Education this year, has always been one of the outstanding

exponents of the junior college movement. Under this plan the Editorial Board will function in cooperation with Dr. Koos and will give every assistance to his efforts to strengthen the *Journal*, and to those of his successor in the work after his retirement.

It is anticipated that the *Journal*, in addition to its usual functions, will serve as an outlet for the findings of the five research committees. Under the present plans it is expected that the *Journal* will be revitalized and will serve to inform junior college faculties and administrators, and other educators, of the developments and plans for the expansion of junior colleges. The expanded program, of course, costs more than the limited program of the past; therefore, the Budget Committee has increased the funds appropriated to the *Journal*.

With the increased appropriation to the *Journal*, and the generous contribution of staff and facilities of the University of Chicago, it is anticipated that the *Journal* will be made one of the outstanding educational publications of the country.

EUGENE S. FARLEY
Member of Editorial Board

NOMINATING COMMITTEE

The Nominating Committee, consisting of Roy Goddard, Alan Wilson, Richard Cox, Henry A. Dixon, and Charles S. Morris, recommended the election of the following officers of the Association for the ensuing year:

President—Rosco C. Ingalls, East Los Angeles Junior College, Calif.

Vice-President—Eugene S. Farley, Bucknell University Junior College, Pa.

Additional members of the Board of Directors—Eugene B. Chaffee, Boise Junior College, Idaho, and Curtis

Bishop, Averett College, Virginia.

The Nominating Committee's report was unanimously adopted by the Association.

BOARD OF DIRECTORS

The Board of Directors met on January 16, 17, and 19, in sessions totalling six hours, with all members except Dr. Theodore Wilson in attendance. The following matters of importance were dealt with. In every case, the actions taken were unanimous.

The resolution on Federal legislation for education proposed by the Committee on Legislation was endorsed and its presentation to the Annual Meeting for vote of the membership was authorized.

The Treasurer's Report for 1945 was given attention, and it was voted to approve the expenditure of \$50.96 in excess of the budget item which had been incurred for the *Junior College Journal*, income from the *Journal* having also exceeded the budget estimate, by \$483.52. Attention was given to the cash surplus of \$4173.84 on hand on December 31, 1945, and a resolution was adopted providing that it shall be the budgeting policy of the Association to attempt to provide for a continuing cash reserve for unforeseen contingencies of approximately \$3000. A vote approving the Treasurer's Report was not requested, pending receipt of the auditor's official report confirming it.

The Summer Conference of Committees for 1946 was authorized for July 26-28, 1946, at the Edgewater Beach Hotel, Chicago.

The Annual Meeting for 1947 was scheduled for February 13-15, 1947, at the Edgewater Beach Hotel, Chicago, with February 11-12 for preliminary committee meetings.

Dues for evening and branch junior colleges. The Board directed that where the divisions and branches of a junior college system have sufficient individuality to be listed separately in the *Junior College Directory*, payment of one yearly membership fee of \$50 shall be construed as covering the dues for only one such division or branch.

Council on Cooperation in Teacher Education. Dr. Pugh, as chairman of the Committee on Preparation of Teachers, was authorized to attend, or delegate some member of his committee to attend, the next meeting of this group, and to bring a recommendation regarding permanent affiliation to the Board at its July meeting.

Librarians. The Board adopted the following resolution: Resolved, that as an association of administrators, the American Association of Junior Colleges will encourage their librarians to affiliate with the Junior College Librarians' Section of the American Library Association. It was voted to distribute this resolution to the administrators of all member junior colleges.

Budget for 1946. It was voted to interpret the allotment in the 1946 budget for the new Executive Secretary to include salary and necessary travel expenses of the Secretary. It was voted to increase the budget item for annual meeting expenses to correspond to the exact amount of the expenditures for the 26th annual meeting, should these be in excess of the \$300 originally budgeted.

Arrangements with the University of Chicago as contained in the memorandum of January 3, 1946, signed by Ralph W. Tyler, Roy W. Goddard, and Leland L. Medsker, were approved.

Acting Executive Secretary. The Board voted the re-election of Mrs. Winifred Long as Acting Executive

Secretary of the Association.

Convention Secretary. The Board recommended to the President the appointment of Dr. Theodore H. Wilson as Convention Secretary of the Association.

Finance Committee. President Ingalls appointed the following Finance Committee for the coming year: Theodore H. Wilson (chairman), David B. Pugh, and Roy W. Goddard.

Honorary members. The Board voted to make Dr. Walter C. Eells and Dr. Leonard V. Koos honorary members of the Association. Mrs. Long was asked to write the appropriate letters to Dr. Eells and Dr. Koos.

WINIFRED R. LONG
Secretary

WOMEN'S GROUP BREAKFAST

The breakfast meeting of the Junior College Women's Group on January 18 was attended by 30 persons. The subjects discussed were:

Curricular adjustments and changes that resulted from the war, particularly in pre-nursing instruction and occupational therapy.

The married student and the returned service woman in women's junior colleges.

The question of transfer for the woman junior college graduate, in the light of overcrowded conditions resulting from the education of the returned veteran.

General social regulations, including such specific questions as the attitude of junior colleges toward smoking, drinking, automobiles, unconventional dress, and the observance of the Sabbath Day.

Questions of admissions procedures in the limited sense of the lack of proper units in mathematics, languages, and other such subjects.

Miscellaneous questions relative to character education, the importance of the cultivation of appreciation of good music and art, and emphasis on religion as a necessary part of the education of women.

The discussion of these questions was much more satisfactory and to the point than the diversity of subject material would indicate. At the conclu-

sion of the meeting, the consensus was that it had been well worthwhile, and the opinion was expressed by many that such a meeting should be allotted more time on the next convention program.

Mrs. Charlotte Meinecke, Dean of Colby Junior College, was elected Chairman of this group for the coming year.

MARGARET DURHAM ROBEY
Chairman

METHODIST BREAKFAST

The Junior College Section of the Educational Association of the Methodist Church met in a breakfast session on January 18, with 11 representatives of Methodist junior colleges in attendance. President T. Otmann Firing of Concordia Collegiate Institute, Ill., was chairman. Dr. Chester Willard, Coordinator of Veterans' Education at Northwestern University, spoke on the subject of veterans' education in junior colleges. The following officers were elected for the coming year: *President*—S. C. Olliff, Andrews College, Ga.; *Vice-President*—John H. Kingsley, Vermont Junior College; *Secretary*—H. L. Upperman, Baxter Seminary, Tennessee.

PHI DELTA KAPPA

The breakfast meeting of Phi Delta Kappa was held on January 19, with 50 persons in attendance. Dean H. B. Wyman, of Phoenix Junior College, Arizona, arranged the program and presided at the meeting. The Hon. Alfred Edwards, Labor M.P. in the British House of Commons, was principal speaker at the breakfast. He addressed the group informally on British

and American relationships and then led a general discussion of the topic. Dean Wyman was reelected to serve as chairman of Phi Delta Kappa for the coming year.

REGIONAL LUNCHEONS

At the five regional luncheons—one each for the delegates from the New England, Middle States, North Central, Southern, and Western and Canadian areas—the discussions were informal and were devoted to problems of regional interest, with the presidents of the regional associations of junior colleges acting as chairmen. No formal reports of their discussions were prepared.

Positions Open

AN outstanding institution of higher education in a metropolitan mid-west locality has openings for instructors, assistant professors and associate professors for the terms beginning March 6 and September 17 in the following fields: Sanitary Engineering, Electrical Engineering, Mechanical Engineering, Chemistry, Physics, Mathematics and Engineering Drawing. Reply to Box 21, *Junior College Journal*.

Advt.

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September 1945 — May 1946

[Names of authors of contributed articles are printed in capitals and small capitals. The principal contents of the *Junior College Journal* are also indexed in the *Education Index*.]

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* Preliminary conference, called by the United States Bureau of Education.

† Deceased.

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Directory of Junior College Organizations

(With Year of Organization)

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Secretary—**CHARLES M. BYARS**, La Junta Junior College, La Junta, Colorado

CONNECTICUT CONFERENCE OF JUNIOR COLLEGES (1928)

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Secretary—**Mrs. GEORGE V. LARSON**, Larson Junior College, New Haven, Connecticut

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Secretary—**G. E. CORRELL**, Gordon Military College, Barnesville, Georgia

ILLINOIS ASSOCIATION OF JUNIOR COLLEGES (1928)

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Secretary—**WALTER E. POPE**, Morton Junior College, Joliet, Illinois

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Secretary—**MILBURN BACHMAN**, Highland Park Junior College, Highland Park, Michigan

MINNESOTA JUNIOR COLLEGE ASSOCIATION (1928)

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Secretary—**H. L. NEUMAN**, Austin Junior College, Austin, Minnesota

JUNIOR COLLEGE SECTION OF MINNESOTA EDUCATION ASSOCIATION

Chairman—**EDWARD F. OLSON**, Ely Junior College, Ely, Minnesota
Secretary—**ALICE E. WYLER**, Austin Junior College, Austin, Minnesota

MISSISSIPPI JUNIOR COLLEGE ASSOCIATION (1928)

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Secretary—**KNOX M. BAKER**, State Supervisor of Junior Colleges, Jackson, Mississippi

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Secretary—**ANNA L. BRADY**, McCook Junior College, McCook, Nebraska

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